



Brymore Academy Strategic Plan (2012-2015)

In December 2014 Sir David Carter, the Regional Schools Commissioner for the South West, visited Brymore to analyse performance data, the SEF and complete a learning walk with the Headteacher. His feedback was clear. He was 'blown away by the quality of teaching and learning' that he saw across the school and recognised the quality of the vocational education being delivered. Subsequently he reported to the Headteacher that he quotes Brymore in many of his key note speeches, including those to Ministers; noting that you need to visit a school to make a true judgement.

This is Brymore. Probably one of the only schools in the country that made a decision that it knew would make it look less successful than it actually is in the league tables. A school that takes some boys other schools have given up on. A school that expects boys to get up at 6am giving them responsibility to actually help run the school. A school that expects boys to run 3 ¼ miles each week. A school that expects them to make outstanding progress academically (top 5% nationally) and personally. A school that, according to the last Ofsted inspection, 100% of parents report is well managed and led. A school that Prince Charles asked after in 2014 when visiting Moorland; that David Cameron commended in 2014 when visiting Bridgwater and that regularly features in national media. A school that is unique. A school that puts the boys first.

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MISSION STATEMENT

We will ensure that the students of Brymore achieve success by:

- Providing an outstanding learning experience
- Working with staff to insist there are the highest expectations
- Developing effective partnerships ensuring Brymore is outward facing
- Creating a safe and supportive environment

Core values

The Key strategic aims of **Bridgwater College Trust** drive the strategic planning at academy level and are:

- To deliver exceptional and inspirational teaching, learning and assessment across the Trust
- To raise the achievements and aspirations of all students across the Trust
- To ensure a clear and purposeful strategic direction across the Trust
- To ensure the long-term financial health of the Trust

The core values underpin the mission statement and the work of the school, driving the strategic aims and operational plans for the future.

Brymore will provide:

- A centre of excellence in the four vocational cornerstones of agriculture, horticulture, engineering and sport
- High expectations and aspirations for all students to enable them to reach their full potential
- Clearly defined progression opportunities to post 16 learning and beyond
- A learning culture which promotes traditional values of resilience, resourcefulness and responsibility and promotes entrepreneurialism
- A safe and supportive residential experience which encourages respect for others and self -development through the nurturing of personal and social skills and participation in a wide range of experiences
- A staff culture that promotes the highest standards through rigorous self- assessment and continuous improvement

The context

Brymore has had to react to a number of external drivers both locally and nationally in a time of change for all schools. It has also undergone a period of disruption, change and upheaval internally largely as a result of poor examination results and therefore being designated a National Challenge School in 2009, a negative safeguarding review carried out by the Local Authority (2010) and a subsequent drop in student numbers. The Senior Leadership Team has been replaced since May 2010 which now consists of the Headteacher, Deputy Headteacher (Teaching and Learning) and Assistant Headteacher (Raising Achievement) who all started in September 2011, the Head of Boarding who joined the leadership team in 2014 and an Assistant Headteacher (Vision for Land Based and Technology) who started in September 2014. In 2013 financial constraints led to re-structuring and redundancy with the SLT reducing from five to three, which is now back to full strength. For 2014 the Assistant Headteacher (Raising Achievement) is on maternity leave and has been replaced in an Acting capacity. The governing body was also reformed in October 2010 with a trust established (by Bridgwater College and the Local Authority) to monitor the future development of the school. This has been re-formed again in 2013 as the school, gained academy status. Six million pounds worth of building work has taken place in the last five years comprising of new boarding accommodation and teaching facilities. A further £600 000 of investment has recently been secured to build a new dining hall in 2015. In September 2013 Brymore became a sponsored academy (with Bridgwater College acting as the sponsor), joining Bridgwater College Multi-Academy Trust. Brymore admitted Year 7 boys for the first time in September 2014.

External drivers

Government policy (Review of vocational education)

The removal of some vocational qualifications and their relative contribution to the league tables (first reported in 2014) has placed additional and significant pressures on Brymore which has been delivering land based qualifications for over 60 years. Agriculture and horticulture represent the very heart of the schools ethos and the school has a national reputation of excellence in these areas. Both subjects also deliver excellent examination results which enable the students to progress and follow their chosen career path in Year 12 and beyond. Removing these subjects from the curriculum would destroy the very essence and the unique appeal of Brymore which serves not only a need nationally but a significant employment sector within South West England. The decision was therefore been taken in 1012 to continue to deliver both

subjects, to the majority of students, despite the clear ramifications regarding league tables that have resulted. Their removal has affected many key figures and the effect is clear:

1. 5A*-CEM – difference of 13% (i.e. 1% below FFTD to 12% above)
2. Value added score of 1006.3 compared to 1052.1 (i.e. 43rd percentile to at least top 5% of school nationally. Top 23% in 2013 and SIG+)

Brymore campaigned the government hard with over 2500 people signing the petition and gaining the support of many MP's. David Laws (school minister) visited the school, Elizabeth Truss(minister for schools) agreed to visit the Headteacher following the issue being raised in parliament, Michael Gove (Secretary of State for Education) contacted the school and David Cameron specifically mentioned Brymore in a speech when visiting Bridgwater. The Headteacher met three other MP's and the case was taken up by Radio 4 on numerous occasions, The Guardian, BBC news, Hugh Fearnly-Whittingsall and Jimmy Doherty. Brymore therefore continues to offer these subjects to all boys (and 100% took both in 2014) because of their importance to the land based industry, which Brymore serves.

The Local Authority/Academy conversion

Brymore plays an active role in 'Family B', a group of schools grouped together to help raise standards as part of the Somerset Challenge. Brymore is also linked with the Lillian Bayliss School an outstanding provider in London as part of this initiative. Brymore currently receives a £200,000 (approximately) rural technology grant from the EFA each year which would continue initially (the outcomes of the spending review are thought to diminish this in the future) although it is by no means certain. Falling numbers in the recent past have put the school in a vulnerable position financially with the expansion to take Years 7 and 8 vital for its future. Ministerial approval of nearly £1.4 million (including support from the LA) has helped secure the future of Brymore by providing the start-up funding necessary to plan for the arrival of Years 7 and 8. Student numbers have started to rise significantly due to the enhanced status of the school following improved examination results. Brymore is now over-subscribed in both intake years in some categories.

EDF energy

The construction of a road across the school driveway will have a negative impact on the school and despite receiving £400 000 in mitigation, this has been withheld by the Local Authority and is not available to the school.

Bridgwater College

Bridgwater College, as the principal college of further education locally, and through the outstanding provision of land based studies at the Cannington Centre, is the obvious partner for Brymore to work with to enhance the experience and future aspirations of students. The schools developing Year 12 can only be delivered through collaborative work with Bridgwater College. The further strengthening of the relationship through sponsored academy status, along with that of the two other academies within the trust, Hamp Academy and Bridgwater College Academy, has been beneficial with shared services and strategic planning.

Key performance Indicators

- Introducing more choice within the curriculum
- Raising student numbers
- Raising standards of attainment
- Upgrading resources to excellent facilities
- Achieving financial stability
- Getting the staffing right and fostering a culture of self-improvement
- Clear systems in place to aid school development
- Ensuring an outstanding boarding experience

These key performance indicators were identified by the Trustees and Governors in February 2011, and again in October 2012 and, along with the core values, determined the school targets and helped form seven strategic aims.

Targets - 2012/2013 (to meet or exceed)

1. To achieve 40% 5A*-C including English and maths (FFTD - 29%
26%)
2. To achieve 90% 5A*-C
3. To achieve 80% 3 levels progress in English
4. To achieve 80% 3 levels progress in maths
5. To achieve a value added score of 1010(or equivalent)
6. To recruit over 50 students into Year 9
7. To increase student attendance to 95.5%
8. To reduce persistent absence to below 2.5%

2014/2015

1. To achieve 50% 5A*-C including English and maths (FFTD - 26%)
2. To achieve 90% 5A*-C (current measure)
3. To achieve 80% 3 levels progress in English
4. To achieve 80% 3 levels progress in maths
5. To achieve a value added score of 1020(or equivalent)
6. To recruit over 50 students into Year 7 and 9
7. To increase student attendance to 95.5%
8. To reduce persistent absence to below 2.5%

2013/2014

1. To achieve 40% 5A*-C including English and maths (FFTD -
2. To achieve 90% 5A*-C (current measure)
 3. To achieve 80% 3 levels progress in English
 4. To achieve 80% 3 levels progress in maths
5. To achieve a value added score of 1015(or equivalent)
6. To recruit over 50 students into Year 7 and 9
7. To increase student attendance to 95.5%
8. To reduce persistent absence to below 2.5%

Strategic Aims

1. To ensure all lessons are good or outstanding
2. To deliver a dynamic and vocationally relevant curriculum where students can specialise in agriculture, horticulture, engineering or sport
3. To ensure all students are set and meet challenging targets (FFTD +1 or 3 levels progress)
4. To attract and retain the highest calibre of staff who share the values of the school and put the students first
5. To raise the profile locally and nationally of the Brymore experience so as to ensure that Brymore becomes the preferred choice for students of all abilities who wish to specialise in one or more of the four cornerstones
6. To foster responsibility, resilience and resourcefulness through the schools holistic learning experience
7. To ensure the financial health of the school through efficient and effective use of its resources
8. To ensure an outstanding boarding experience

These strategic aims drive the tactical development plan for the school. Seven strategic themes have been identified each with their own operational plan.

Strategic Themes

- Raising achievement (Strategic aim 3)
- Teaching and learning (Strategic aim 1)
- Curriculum (Strategic aim 2)
- Care, guidance and support (Strategic aim 6)
- Leadership and accountability (Strategic aim 4)
- Boarding (Strategic aim 6 and 8)
- Securing the future of the school (Strategic aim 5)

Each strategic theme has been broken down into key tactical objectives.

Strategic theme 1: Raising achievement

- To ensure all groups of students (SEN, pupil premium, ability etc) make at least expected progress
- To ensure all students make 3 levels progress in English and maths
- To improve the quality of writing and literacy of students
- To develop an effective mentoring system
- To improve the provision for all students through effective teaching and learning
- To develop a learning support strategy that focuses on raising achievement

Strategic theme 2: Teaching and learning

- To improve teaching and learning through the use of AfL and the consistent application of the schools assessment policy
- To ensure all staff have access to high quality CPD
- To ensure there are consistently high standards across all lessons
- To ensure all lessons are at least good, with a significant increase in the number of outstanding lessons
- To ensure self-evaluation at a school and departmental level is effective
- To align the school strategic and operational plan, with departmental strategic and operational plans and individual performance management targets for staff

Strategic theme 3: Curriculum

- To ensure clear options exist within the curriculum with identified pathways
- To ensure outstanding curricular provision in technology, agriculture, horticulture and sport
- To ensure clear progression routes exist for students entering year 12 and beyond
- To ensure all students are able to reach their full potential through a relevant and challenging curriculum from year 7 to Year 12
- To ensure Brymore students develop the skills and attributes to function successfully in the adult world.

- To produce a future proof curriculum plan that meets the needs of learners and the school

Strategic theme 4: Care guidance and support (including boarding)

- To improve behaviour across the school
- To ensure Brymore at least meets and in many cases exceeds the boarding minimum standards
- To develop clear communication and recording systems
- To develop SEAL across the school
- To ensure safeguarding procedures are outstanding
- To reduce exclusions

Strategic theme 5: Leadership and Accountability

- To develop effective PM procedures
- To ensure all staff have clear roles and lines of responsibility
- To develop robust MER procedures
- To improve communication systems
- To build capacity through distributed leadership
- To ensure recruitment meets targets set (28 boarders/22 out-boarders)

Strategic theme 6: Boarding (see separate tactical plan)

- To ensure outstanding outcomes for boarders
- To ensure outstanding quality of boarding provision and care
- To ensure outstanding boarders safety
- To ensure outstanding leadership and management of boarding

Strategic theme 7 : Securing the future of the school

- To increase student numbers
- To ensure the financial security of the school
- To develop a clear identity for Brymore
- To develop strong partnerships

Each strategic theme has an operational plan, however due to the scale of the changes required, further operational plans exist. Boarding has a separate tactical plan, and four operational plans, one for each theme. Each plan is led by a member of the Senior Leadership Team, supported by another member of the team as outlined below:

- | | |
|--------------------------------------|--|
| 1. Raising achievement | Nicola Anstice/Vicky Davis/Luke Winter |
| 2. Teaching and learning | Vicky Davis/Mark Thomas |
| 3. Curriculum | Vicky Davis/Rebecca Jones |
| 4. Care, Guidance and Support | Nicola Anstice/Mark Thomas/Luke Winter |
| 5. Leadership and Accountability | Mark Thomas/Vicky Davis |
| 6. Boarding | Rob Watts/Mark Thomas |
| 7. Securing the future of the school | Mark Thomas/Rebecca Jones |

Additional operational plans:

- | | |
|-----------------------------------|----------------------------|
| 1. Learning support | Nicola Anstice/Mark Thomas |
| 2. Departmental Operational plans | HoD's |

Brymore: Tactical Development Plan (2012/15)

Major Strategic Theme	Strategic Aims	Lead person	Timescale
Raising achievement	<ol style="list-style-type: none"> To ensure all groups of students (SEN, pupil premium, ability etc) make at least expected progress To ensure all students make 3 levels progress in English and maths To improve the quality of writing of and literacy of students To develop an effective mentoring system To improve the provision for all students through effective teaching and learning To develop a learning support strategy that focuses on raising achievement 	NA/VCD	See operational plan
Teaching and learning	<ol style="list-style-type: none"> To improve teaching and learning through the use of AfL and the consistent application of the schools assessment policy To ensure all staff have access to high quality CPD To ensure there are consistently high standards across all lessons To ensure all lessons are at least good, with a significant increase in the number of outstanding lessons To ensure self-evaluation at a school and departmental level is effective To align the school strategic and operational plan, with departmental strategic and operational plans and individual performance management targets for staff 	VCD/MT	See operational plan
Curriculum	<ol style="list-style-type: none"> To ensure clear options exist within the curriculum with identified pathways To ensure outstanding curricular provision in technology, agriculture, horticulture and sport To ensure clear progression routes exist for students entering year 12 and beyond To ensure all students are able to reach their full potential through a relevant and challenging curriculum To ensure Brymore students develop the skills and attributes to function successfully in the adult world To produce a future proof curriculum plan that meets the needs of learners and the school 	VCD/RJ	See operational plan
Care guidance and support (including boarding)	<ol style="list-style-type: none"> To improve behaviour across the school To ensure Brymore at least meets and in many cases exceeds the boarding minimum standards To develop clear communication and recording systems To develop SEAL across the school To ensure safeguarding procedures are outstanding To reduce exclusions 	NA/RW/LW	See operational plan
Leadership and Accountability	<ol style="list-style-type: none"> To develop effective PM procedures To ensure all staff have clear roles and lines of responsibility To develop robust MER procedures 	MT/VCD	See operational plan

Comment [MT1]: All significant groups above national average in 2013

Comment [MT2]: 76% Eng, 57% ma.

Comment [MT3]: Opportunities for extended writing increased across all subjects

Comment [MT4]: Introduced in 2013

Comment [MT5]: Increase in good/outstanding lessons (82%)

Comment [MT6]: See operational plan

Comment [VD7]: Los introduced, success criteria, now moving into TIM

Comment [VD8]: Internal CPD, coaching, external visits

Comment [VD9]: E: School & Departmental SEFs & Dev plans

Comment [VD10]: Options introduced 2013 & increased in 2014

Comment [VD11]: Appointment of RJ to continue this work with Depts

Comment [VD12]: Introduce languages, triple sciences 2014/15

Comment [VD13]: SMSC audit 2014

Comment [VD14]: E: Curriculum map 2014-16

Comment [MT15]: Reduction in exclusions

Comment [MT16]: All met – see boarding SEF

Comment [MT17]: Daily briefings introduced

Comment [MT18]: Currently good

Comment [MT19]: Introduced in 2012, revised for 2014

Comment [MT20]: See accountability framework

	<ul style="list-style-type: none"> 4. To improve communication systems 5. To build capacity through distributed leadership 		
Boarding (see separate Tactical plan)	<ul style="list-style-type: none"> 1. To ensure outstanding outcomes for boarders 2. To ensure outstanding quality of boarding provision and care 3. To ensure outstanding boarders safety 4. To ensure outstanding leadership and management of boarding 	RW/MT	See operational plan
Securing the future of the school	<ul style="list-style-type: none"> 1. To increase student numbers 2. To ensure the financial security of the school 3. To develop a clear identity for Brymore 4. To develop strong partnerships 	MT/RJ	See operational plan

Comment [MT21]: Line management meetings/Impact reports

Comment [MT22]: See boarding tactical plan

Comment [MT23]: Over 50 in year 9, 40 in year 7

Comment [MT24]: 3 year plan reveals security

Comment [MT25]: Re-branding in 2011 – enhanced reputation/national coverage

Comment [MT26]: Developing with BCA, Hamp, BC, primary schools, The Bridge, Taunton academy

STRATEGIC THEME 1- Brymore Operational Plan: Raising achievement (2013/2014) - REVIEW

Objective (Tactical) What do you want to do?	Action How are you going to do it?	Deadline (Date)	Success criteria What will it look like?	Lead	Resources/ Costings/ Calendar
1. To ensure data is used effectively across the school	1. Use data to track student achievement and progress through distributed leadership.	01/10/13	Staff will be given their data and SEF to work on through LM	NA/ MT/ HOD	LM SEF - by 01/10/12
	a) Revise SEF format and go through with staff on 1 st INSET Day in September	Oct half term	Departmental SEF complete	HOD & LM	
	b) Departmental SEF to be in place and presented at LM meeting week beginning 1 st October 2012.		Development Plan complete for each department	HOD & LM	LM Dev Plan - by Oct half-term
	c) Department Development Plan to be in place and presented at LM meeting by October half term 2012.		HOD to meet with MT, VCD & NA every 2 weeks	NA	RAP group meeting to be timetabled every 2 weeks
	e) Following Autumn data collection, SLT to agree key students and form RAP group to meet fortnightly from November: MT, VCD, NA, IA, CT (PB, EG, AA, RW, SG, MF, JTA). Review progress of these students in each meeting. Allocate mentors to these		LM meetings to focus on the use of intervention strategies	HOD /LM	

Comment [NA27]: E:Departmental SEF now in place providing HOF with greater knowledge of progress in subject area.

Comment [N28]: E:Departmental plan in place

	key students.						Comment [NA29]: E:RAP group met every 3 weeks and established key students and interventions. IMPACT – increased mocks, better awareness of CWA, targeted interventions of key students. Mentoring established.
	f) Devise intervention strategies to be used at a departmental level through LM meetings and monitor effect of this.		SLT will have sampled key student work	SLT			Comment [NA30]: E:Work sent home at key holiday times, extra English and maths breakfast sessions organised and run. To measure: impact in results August 2014. Questionnaire to parents re impact on revision of their son (maths impact plan)
	h) SLT to complete regular work scrutinies (twice per half term)						
2. To ensure all students make 3 levels progress in English and Maths	1. Implement Raising achievement strategies in English and Maths.						Comment [NA31]: Y10 students completed Maths mocks before work experience to ensure data and sets are accurate for start of Y10 and allow for more precise targeting in Autumn term. Impact report to look at how quickly key students can be identified following start in September 2014.
	a) Tutor key students in Maths (and English) after school	September	Extraction groups in Maths	IA	COST - tutor key students in maths		
	b) Run Raising Achievement sessions in English and Maths on last day of term for parents.	April	Successful day	IA/ NA	COST - resources and lunch for parents		Comment [NA32]: Maths sessions run for every student after school. Breakfast sessions in English in the build up to exams. Attendance excellent of boys. E: Year 11 timetable of revision
	c) Send work home at key times for completion with parental support.	December/ April	Students are able to work independently at home - work packs	IA NA	CALENDAR - Raising Achievement Days in April		Comment [NA33]: E:RA days held at Easter and May half term with work being supplied at each point. Attendance registers show most Y11 parents attended. Review through maths impact plan.
	d) Run Raising Achievement days before exams for English and Maths students.	April 2014	Successful English and Maths focus days	IA/ NA	Photocopying costs - Department		Comment [NA34]: English support session held in Prep the evening before the exam, maths sessions on the Sunday prior to Paper 1 and the day before paper 2. Significant increase in number of mock exams held for both subjects to give boys an accurate picture of progress.

3. To develop an effective mentoring system	1. Ensure that all students receive personal and academic mentoring.				
	a) Create Mentoring Weeks each half term where each student is mentored. Mentors are tutors and one other member of staff attached to a tutor group and mentoring takes place during assembly time in a week	September 2013	Mentoring Weeks on calendar Every student is mentored 6 times in the year	NA and ment ors	Mentoring on Learning Support agenda
	b) Check that Y11 Course Information booklet is up to date for Y11 and create one for Y10 to enable academic mentoring	By October half term 2013	Y11 and Y10 Course Information booklets complete Pastoral proforma created	NA	LM - Y10 course info and updated Y11 by Oct half term. Staff Meeting - Course Info booklets and
	c) Create pastoral proforma for mentoring of students		Parents aware of the mentoring that has taken place		Pastoral Mentoring questions/proforma created and shared September 2013
	d) Mentoring information to be emailed to parents each half term e) SLT check mentoring is working through review with students and staff				
4. To improve the provision for all students through effective teaching and learning	See Learning Support Plan				
5. To develop a learning support strategy that focuses on raising	See Learning Support Plan				

Comment [NA35]: E: Mentoring Weeks in place for 5 half terms. Targets set and sent home to parents each time. Stickers into student planners and reviewed prior to each mentoring session.

IMPACT - Mentors need reviewing in light of new staff and VT system

Planner to be changed so that mentoring stickers demonstrate progress over time.

Mentoring Week to be reviewed in Autumn – what % of students are meeting their targets? Interview a cross section to question usefulness of mentoring. Monitor planners.

Comment [NA36]: E: Complete and in place – needs revising in September 2014

Comment [NA37]: Egs of mentoring targets shared at staff meeting

Comment [NA38]: Reviewed at staff meeting and adapted in line with comments made (admin support offered for staff who would like it)

Needs reviewing with students.

achievement					
<p>Priorities for next year/Next steps:</p> <p>1) Maths impact report to address:</p> <ul style="list-style-type: none"> a) reviewing effectiveness of Raising Achievement sessions – questionnaire to parents. b) Identification of key Y11s earlier in Autumn term 1 – extra sessions earlier and utilising new teacher to spread revision sessions to ensure that % 3levels increases from 59% (20130 to 70%. <p>2) Mentoring Weeks</p> <ul style="list-style-type: none"> a) Review and allocate new mentors in line with VT system. b) Review impact of mentoring and progress students are making in line with targets being set. <p>3) Learning Support (to follow)</p>	<p>IMPACT</p> <p>VA-1017.4</p> <p>5A*-C – top 3% nationally (FFT)</p> <p>Eng. Top 1% (FFT)- 3 levels</p> <p>Ma-top 23%(CVA)</p> <p>En. – all groups except level 4 above national expectations</p> <p>Ma- All groups above or near expected progress</p> <p>All subjects near or above FFTD except art and History</p>				

STRATEGIC THEME 1- Brymore Operational Plan: Raising achievement (2014/2015)

Objective (Tactical) What do you want to do?	Action How are you going to do it?	Deadline (Date)	Success criteria What will it look like?	Lead	Resources/ Costings/ Calendar
1. To ensure data is used effectively across the school	1. Use data to track student achievement and progress through distributed leadership. a) HOF to continue to produce departmental SEF. b) Department Development Plan to continue to be in place for each academic year. c) Meeting with the Head every 6 weeks to scrutinise class data, SEF and development plan e) Schedule RAP meeting in first 3 weeks and using Y10 Summer 2 data, identify key students	w/b 06/10/14 October half term 1 st round to be complete by October half term	Departmental SEF complete Development Plan complete for each department Teaching staff meet with Head every 6 weeks	MT/ HOD HOD & LM MT and staff	LM SEF – by week beginning 06/10/14 LM Dev Plan – by Oct half term

	<p>in English and maths.</p> <p>f) Following Autumn 1 data collection, HOD agree key students in their subject who need additional mentoring. Attend next SDP meeting for Raising Achievement to present who they are and how they are being supported at Faculty level. (Key Student department sheet to be used)</p> <p>g) Work scrutiny of Y11 (to include key students identified at meeting) in December 2014.</p>	<p>w/b 22nd September 2014</p> <p>w/b 10th November 2014</p> <p>w/b 1st December 2014</p>	<p>List of Y11s identified earlier</p> <p>HOD will have presented key Y11s at RAP and strategies to boost their progress.</p>	<p>IA, VCD, JTA, MT</p> <p>NA</p> <p>LM meet ngs</p> <p>HOD</p> <p>SLT</p>	<p>RAP group meeting on calendar for w/b 22nd September</p> <p>Calendar SDP for Raising Achievement w/b 10th November—agenda item: Key students in Department and RA strategies for each one.</p> <p>Work Scrutiny on SLT agenda w/b 1st December 2014</p>
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			Progress of Y11 students through books/work		
<p>a) To ensure all students make 3 levels progress in English and Maths</p>	<p>1. Implement Raising achievement strategies in English and Maths.</p> <p>a) Tutor key students in maths after school including Set Zero and C/D borderline students.</p> <p>b) Continue to run Raising Achievement sessions in English and Maths on last day of term for parents.</p>	<p>Start w/b 16th September</p> <p>February half term, Easter holidays and May half term</p>	<p>Extraction groups in Maths</p> <p>Successful days</p> <p>Students are able to work independently at home – work packs</p>	<p>IA</p> <p>IA/ JTA/ VCD</p>	<p>COST – BE to tutor key students in maths</p> <p>COST – resources and lunch for parents</p> <p>CALENDAR – Raising Achievement Days</p>

	<p>c) Increase number of mock exams throughout the academic year.</p> <p>d) Run Raising Achievement days before exams for English and Maths students.</p>	<p>Calendar mocks in November, February, April, May, June</p> <p>June 2014</p>	<p>Regular whole school mocks and feedback – up to date picture of where students are.</p> <p>Successful English and Maths focus sessions</p>	<p>IA JTA</p> <p>IA, JTA</p>	<p>in Feb, April and May</p> <p>Photocopying costs – Department.</p> <p>Timetable doubles for these subjects or back to back lessons.</p> <p>Photocopying costs</p>
<p>d) To develop an effective mentoring system</p>	<p>1.Ensure that all students receive personal and academic mentoring.</p>				

	a) Allocate mentors to all students in line with the VT system	September 2014	Mentoring Week in place and new mentors trained.	LW and mentors	1 st Mentoring Week w/b 29 th September 2014
	b) Review Course Information booklets and update.	By September 29 th 2014	Y11 and Y10 Course Information booklets complete	LW	Course Information book photocopying costs
	c) Produce Countdown to Exams calendar for Y11	By December 2014	Countdown calendar published and shared with Y11 parents	LW	Countdown calendar copying costs
	d) Continue to mentor high tariff students on a weekly basis (see LS plan)	From September 2014	Weekly mentoring in place	LS team	Mentors will need to be excused from assembly to complete mentoring
	e) Monitoring of Mentoring Weeks: review impact of Mentoring by creating a parent questionnaire to send out following Autumn 1 Mentoring Week, interview a cross-section of boys and check whether targets have been met.	w/b 17	Analysis can be completed of		

		November (2 nd Mentoring Week)	impact of Mentoring Week from staff, students and parents.	LW	
e) To improve the provision for all students through effective teaching and learning	See Learning support Plan				
f) To develop a learning support strategy that focuses on raising achievement	See Learning support Plan				

STRATEGIC THEME 2- Brymore Operational Plan: Teaching and learning (2013/2014) - REVIEW

OBJECTIVE (TACTICAL) What do you want to do?	ACTION How are you going to do it?	DEADLINE (DATE)	SUCCESS CRITERIA/ IMPACT What will it look like?	Person responsible	Resources/ Costing/ Calendar	
1. To improve the quality of Teaching and Learning through Staff Development, focused on AfL	1. Introduce Staff Development Meeting Cycle:	SEPT 2013	All staff have a clear meeting cycle, which they understand.	VCD	Dates need to be identified for meetings	Comment [VD39]: E: See Staff Development Cycle
	a) VCD to write a Staff Development Calendar of Themes, to be given to all Staff in September (Leadership Group, Department, Welfare/Boarding, Staff Meeting)				Cost:	Comment [VD40]: See Staff Meeting Agendas
	b) VCD to develop staff induction programme	SEPT 2013	Programme in place	VCD	resources for staff - photocopying/ cover for staff duties	Comment [VD41]: See Staff induction booklet, including mentors, meetings etc. New staff fed back at the end of the first half of the Autumn term (see dated SLT meeting)
	c) VCD to develop 'Literacy across the Curriculum' with all staff, focusing on unpicking key words at the start of every lesson					Comment [VD42]: Ongoing. Key words on the walls of classrooms, in vocabulary booklets. Requires further INSET in 2014
	2. AA, NJ, VCD launch 'coaching trios' with staff	Sept 2013	Learning walk reveals improved marking practice in all lessons.	AA, NJ,VCD	To add to calendar	Comment [VD43]: Coaching trios launched in September 2014. E: See T&L plan, clear cycle of peer observation, staff meeting, feedback, marking focus, in lesson work scrutinies. QA by VCD in March 2014 (see Work scrutiny, showing greater consistency, increase in formative targets, issues fed back to staff through line management
	b) Learning walks, peer observation and SLT drop ins to be established on the calendar	Sept 2013	Clear half or termly foci identified with monitoring procedures in place and calendared	VCD	Cover for observations	Comment [VD44]: See Teaching & Learning plan
	IMPROVE QUALITY OF PREP SET					
	1. Establish the need for good quality prep through line management meetings. Advice and guidance	Sept - July 2014		VCD		
	2. AA, NJ to share examples of good practice in prep			AA, NJ		

	setting through staff meetings					
	3. LG to revamp Prep Data Sheet to include all staff names, so that blanks are obvious where prep has not been set.					
	4. VCD to monitor prep sheet, speak to staff who are not setting prep regularly				VCD	
	5. SLT to monitor prep during evening duties, interview students, MER, feedback to house-parents and staff				SLT	
	a) AUTUMN TERM FOCUS - marking. Two weeks in October for staff to 'drop in' to lessons within their coaching trio, focusing on marking. Feedback to colleagues.	OCT - NOV	Marking practice improves, as staff share good practice and adopt new ideas from each other Best practice spread across the school Work scrutiny reveals improved practice and consistency in all subjects			
	b) Staff meeting for trios to feedback findings/ good practice to all staff	NOV-DEC				
	c) Work scrutiny in November, conducted within trios to reinforce development	Nov				
	d) Feedback to all staff in November. Next steps.	Dec				
	AUTUMN TERM - planning for marking	Sept - Oct 2013			VCD	Full Gov's (Jan)
	a) VCD models 'planning for marking' through line management meetings with staff. Each Department produces a Year plan, focusing on key deadlines/ pressure points - times when extra input is required. VCD to collate this into a whole school calendar, so that all staff are aware of these dates.		Staff supporting each other, negotiating catch up times. Students kept up to date, not allowed to fall behind.			
	b) Agri/Horti to publish Farm and Garden Duty students, so that staff are able to plan how to keep students behind and catch up.					

Comment [VD45]: Not completed: more work needed in 2014

Comment [VD46]: E: See prep sheet for 2014

Comment [VD47]: E: See comments in Briefing notes

Comment [VD48]: E: pupil interviews with Yr11 in Autumn term revealed lack of prep time to complete tasks. VCD introduced extra prep sessions after school on Fridays from 4-5.30pm. Highly attended from November – March.

Comment [VD49]: All completed. See ppts for Staff Meetings from NJ, AA

Comment [VD50]: E: See Countdown to exams, produced by NA in January 2014

Comment [VD51]: E: See Summer Term calendar, including deadlines

2. Develop greater consistency across classrooms by monitoring and sharing good practice

3. SLT monitoring cycle to include drop ins and impromptu work scrutinies, to determine the impact of staff development.	Cycle planned by Sept 2013	Cycle planned and ready to follow in September 2013.	VCD	
a) Coaching 'trios' established in the Autumn term to focus on marking in the first instance, LAC in the second	End of Sept 2013 Dec	SLT witness improved practice & consistent use of marking policy through MER. Work scrutiny highlights consistency of expectation in written tasks/ assessment.	VCD, AA, NJ, SLT	
b) Middle leader monitoring established through line management meetings	End of February 2014	Improved use of AfL and middle leader monitoring	VCD & SLT	Cover for lesson observations
c) March: Work scrutiny - focus on consistency of marking and assessment	End of March 2014	Work scrutiny highlights any areas of inconsistency in marking practice. This provides the lead into Formative assessment & target setting	VCD /HoD's	
d) SPRING TERM FOCUS: LAC e) Trios to share good practice in LAC approaches to teaching f) Students interviewed within trios regarding the impact of writing frames, key words etc. g) Trios observe each other, focusing on LAC h) Feedback in staff meeting to all staff - share good practice i) SLT 'drop ins' focus on LAC				

Comment [VD52]: E: See March work scrutiny – no notice

Comment [VD53]: Needs more work in 2014

Comment [VD54]: E: See Monitoring cycle as part of Staff Dev. cycle

Comment [VD55]: See Work scrutiny results & feedback given to staff

Comment [VD56]: NB Focus shifted by staff from LAC to individualised need, personalised development – areas of development. Spring Term lesson observations and drop ins reveal consistent use of Writing Frames & Key words in Agri, Horti, Science, English, History, DT, PE

	<p>a) SUMMER TERM FOCUS: EXAM PREPARATION, MARKING & PROGRESS</p> <p>b) Trios to interview students on exam preparation opportunities, assessment practice/ support received in each subject area</p> <p>c) Trios observe each other, focused on exam preparation & impact of assessment</p> <p>d) Feedback in staff meeting</p> <p>e) April: SLT drop ins: Formative assessment and target setting</p> <p>f) Extended writing</p>	<p>Summer term 2014</p>				
	<p>June/ July: Peer observations in : Focus = progress this year</p>	<p>End of Summer Term 2014</p> <p>July 2013</p>	<p>Improved practice witnessed/ greater consistency. Students know what level they are at and how to improve</p> <p>Observations show staff using AfL and LAC strategies in all classrooms</p>	<p>VCD & SLT</p>		<p>Cover for observations</p>
<p>3. Ensure all staff have access to high quality CPD, tailored to their individual needs</p>	<p>Learning Team established - NJ, AA, VCD</p> <p>Individual staff receive tailored support, following 'drop ins' and lesson observations. AA to take a lead role in supporting staff, coaching and development.</p>	<p>Sept 13</p>	<p>Distributed working methods established, staff develop trust within the learning team</p> <p>AA, NJ lead INSET through Staff meetings, establishing learning trios</p> <p>Sept 13 - July 14</p>	<p>AA, NJ, VCD</p> <p>AA</p>		
<p>Priorities for next year/next steps</p> <p>1. Work with staff who require improvement</p> <p>2. Progress & Challenge through formative assessment (TIM)</p> <p>3. Literacy across the curriculum – encouraging wider reading</p>	<p>IMPACT</p> <ul style="list-style-type: none"> The number of good/outstanding lessons observed has risen from 59% in 2011, 78% in 2012/13 to 84% in 2013/14 The number of lesson that require improvement (or satisfactory) has dropped from 42% in 2011, 24% in 2012 to 16% in 2013. Significant and sustained rise in examination results has coincided with this improvement English observations moved from satisfactory/good to good/outstanding. Progress in English is now measurably outstanding, as revealed in 2013 results. 					

Comment [VD57]: See Summer Term retimetabling of Yr11 to provide support in release time. Breakfast sessions for English & Maths replaced with targeted small group work. Staff support each other by taking classes in release time to ensure Yr11 get extra time in English & Maths.

Comment [VD58]: Summer Term drop ins reveal evidence of extended writing in Science, Agri, Horti, English, History

Comment [VD59]: Key staff sent to Taunton Academy in Summer Term to work with Departments on TIM. Launch of TIM planned for Sept 2014. Focus on encouraging progress through assessment

Comment [VD60]: AA, NJ led Staff feedback & INSET on coaching. Following Autumn term lesson observations, one grade 4 and one grade 3. See case studies of intervention with both staff. Clear evidence of one grade 3 moving to grade 2

<p>at KS3, literacy mats</p> <p>4. Prep</p>	<ul style="list-style-type: none">• Maths observations moved from satisfactory/good to good/outstanding• Design and technology consistently good/outstanding• Agriculture moved from satisfactory/good to good/outstanding• Science observations moved from 'requires improvement' to 'good'• Horticulture and Agriculture both using 'writing frames' and extending writing• Good observations maintained despite stricter guidelines
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STRATEGIC THEME 2- Brymore Operational Plan: Teaching & Learning (2014/2015)

Objective (Tactical) What do you want to do?	Action How are you going to do it?	Deadline (Date)	Success criteria What will it look like?	Lead	Resources/ Costings/ Calendar
1. Work with staff who require improvement	<ul style="list-style-type: none"> VCD to establish a clear plan of action for working with teacher A and B. Focus: Challenge and Progress and behaviour management. Timetable of lesson observations, spread across SLT/ key staff 	September/ October 2014	<ul style="list-style-type: none"> Regular lesson observations reveal improvement from RI to 'good' over time. Reduction in level 1,2 & 3 incidents in both areas Student interviews show improved attitude to learning and greater sense of being challenged from boys 		Cover;
2. Encourage pupil progress through formative assessment and TIM	<ul style="list-style-type: none"> VCD to produce an impact report on the introduction of TIM Staff sent to the Taunton Academy to see TIM & DIRT in action, share resources Successfully launch a pilot of TIM Discuss outcomes of pilot & next steps 	July 2014 Sept 2014 November 2014	<ul style="list-style-type: none"> Staff using DIRT time as a matter of course Staff pick up shortcuts to help reduce workload and make marking more effective Pupils respond well to TIM & DIRT time 		

3. Literacy across the curriculum – encouraging wider reading at KS3, literacy mats	<ul style="list-style-type: none"> JTA to produce an impact report on Literacy Across the Curriculum (See IR) 	July 2014	(See IR for details)		
4. Prep	<ul style="list-style-type: none"> VCD/LG to produce impact report for Prep 2014/15 	July 2014	(See IR for more details)		

STRATEGIC THEME 3 - Brymore Operational Plan Curriculum (2013/2014) - REVIEW

Objective (Tactical) What do you want to do?	Action How are you going to do it?	Deadline (Date)	Success criteria What will it look like?	Lead	Resources/ Costings/ Calendar	
1. To ensure clear options exist within the curriculum with identified pathways	1. To form a curriculum working group	Sept 2013	Curriculum model produced	VCD	N/A	Comment [VD67]: E: Curriculum model 2014-16, all years
	a) To identify key members of curriculum working group					
	b) To agree key objectives of working group	October 2013	SOW with key skills in place Working group set up and meeting cycle in place	MT		
	c) To devise meeting cycle and identify key tasks					
	2. To ascertain views of students, parents, FE and employers	Sept 2013	Clear views of students, parents, FE and employers established	VCD	Meeting time	Comment [VD61]: Consultation conducted with students and parents via Mock Option choices, Options Booklet
	a) To devise a student questionnaire and mock option choices	November 2012				Comment [VD62]: Mock Option choices in March and May 2014
	b) To devise and distribute a parental survey					Comment [VD63]: Consultation with Bridgwater College regarding languages
	c) To seek views of FE establishments and employers					
	3. To complete a staff audit of skills/personnel planning review	Oct 2013	Personnel plan for 2014 and projections for 2015 in place	VCD	Postage	
	a) Personnel planning carried out for proposed curriculum model	Oct 2013			Meeting time	Comment [VD64]: Spring Term 2014. See personnel maps (VCD)
	b) Areas of need identified	Oct 2013				Comment [VD65]: Need identified in Geography, English, Maths. Appointments made in each, Spring Term 2014
	c) Proposed curriculum costed					
	4. To produce a proposed curricular model for 2014/15	Nov 2013	Curriculum model for 2014 and 2015 in place	VCD	N/A	
a) Proposed model costed	January 2014		VCD	Governors meeting	Comment [VD66]: Agreed in Spring Term	
b) Governors to agree new curriculum model						

2. To ensure outstanding curricular provision in technology, agriculture, horticulture and sport.	1. To review curricular provision in all four cornerstones through staff, student, parent and FE interviews					
	a) See 1. 4a-c	See 1. 4a-c	See 1. 4a-c	VCD	See 1. 4a-c	
	2. To survey current Year 9 students for likely option choices					
	a) See 1. 4a	See 1. 4a	See 1. 4a	VCD	See 1. 4a	
	3. To produce a curricular model/timetable structure that allows option choices					
	a) See 1.6	See 1.6	See 1.6	VCD	See 1.6	
	4. To map skills progression across all four cornerstones					
	a) see 2a	see 2a	see 2a	MT	see 2a	
	5. To liaise with BC to identify areas where skills/knowledge overlap	October 2013				
	1. To set up a joint curriculum working group, focusing on the 'vision' for agriculture and horticulture, including outside input from practising farmers and horticulturalists	October 2013	Working group meeting regularly	MT		
	2. To identify and extend enrichment opportunities	October 2013	Plan for additional enrichment opportunities in place	MT		
	6. To review and produce a tactical/operational plan for the farm and gardens	December 2013	Curriculum map in place	MT		
a) Agriculture/Horticulture	October 2013	Operational plans in place	MT VCD			

Comment [VD68]: Not done

Comment [VD69]: See Mock Option choices 2014

Comment [VD70]: See Curriculum model 2014-16

Comment [VD71]: Ongoing 2014/5

Comment [VD72]: Ongoing 2014/5

Comment [VD73]: Met in Spring Term, Summer Term 2014, including NB, SL, RJ, MT, RW, EG, PK. See plan devised by NB June 2014

Comment [VD74]: Extra art 2013/14. Extra French 2014/15

3. To ensure clear progression routes exist for students entering year 12 and beyond	1. To produce a joint curricular map with BC across all four cornerstones (starting with land based studies)						Comment [VD75]: Not done
	a) See 2.5/6	See 2.5/6	See 2.5/6	MT	See 2.5/6		
	2. To develop joint provision pre 16, especially in land based studies						
	a) See 2.5a-c	See 2.5a-c	See 2.5a-c	MT	See 2.5a-c		
	3. To develop a clear CAG strategy						Comment [VD76]: Not done
	a) To identify destination routes of past students	Oct 2013	Statistics/table available	HB	G and Opp Eve May 2012		
	b) To produce comprehensive CAG materials	Jan 2014	Booklet produced	HB			
	c) To review goals and opportunities evening	Jan 2014					
d) To invite past students to raise aspirations	March 2014	Past students speak in assembly	HB				
4. To ensure all students are able to reach their full potential through a relevant and challenging curriculum.	1. To develop a Yr7 and 8 curriculum to ensure outstanding provision for all						Comment [VD77]: INSET time given for curriculum development – Autumn, Spring, Summer term. Meeting in June to share Schemes of Work across departments (see SofW for Yr7)
	a) To devise materials to teach Yr7&8		Training materials available	VCD	Staff meeting cycle/ Calendar/ operational plan		
	b) To identify key dates/staff meetings to address staff		Meeting dates/content identified				
	c) To ensure key monitoring procedures are in place		MER procedures part of LM meetings	VCD			
d) To work with Deputy Head to build into curriculum plan		Teaching and learning plan in place	VCD				
5. To ensure Brymore students develop the skills and attributes to function successfully in the adult world.	1. To map opportunities for personal development including resilience, responsibility, resourcefulness, and contribution to the wider community.						Comment [VD78]: SMSC map to be created in 2014
	a) To identify essential key skills	Sept 2013	Key skill development grid in place	DO/RW	Activity funding		
	b) To map opportunities where the development of key skills exist	Sept 2013					
	c) To identify and address any areas of weakness	Sept 2013	Activity programme/PSHRE programme modified	DO/RW			
d) To allow the development of key skills to be	Oct 2012	Mentoring materials					

	matched to the individual student		produced		
	2. To revise Staff Mentoring programme to include all year groups (see raising achievement plan)	Sept 2013	Staff and student identified and informed	NA NA	Raising achievement
	a) To identify staff mentors	Sept 2013	Mentoring booklet used by staff	NA	nt plan Staff meetings
	b) To match each student with a staff mentor	Sept 2013		NA	
	c) To provide assembly time for tutors to mentor students through a 'mentoring week'	Oct 2013		NA	
	4. To develop a personal development profile for each student			NA	
	a) To identify key aspects to be monitored/recorded	Sept 2013	Electronic mentoring information available to all staff		
	b) To ensure mentoring information is shared with relevant staff	Oct 2013			
Priorities for next year/Next steps	IMPACT				
<ul style="list-style-type: none"> • Create a map of SMSC across the school, focusing on the delivery of the 3 Rs (resilience, responsibility, resourcefulness) • Staff plan Yr8 curriculum • Develop closer curriculum links with Bridgwater College in Agri/Horti • To develop a clear CAG strategy • Increase aspiration through a widening of the academic curriculum – triple sciences, languages, English Literature • Review mentoring 	<ul style="list-style-type: none"> • Year 7 schemes of learning in place • Revised Option structure in place and operational (addresses some of progress 8) • SMSC/3 'R's Impact report produced with provision mapped • Agricultural working group established/New SLT appointed to lead • All students now mentored (see RA plan) 				

Comment [VD79]: Mentoring relaunched with all staff in 2013/14

STRATEGIC THEME 3 - Brymore Operational Plan Curriculum (2014/2015)

Objective (Tactical) What do you want to do?	Action How are you going to do it?	Deadline (Date)	Success criteria What will it look like?	Lead	Resources/ Costings/ Calendar
<ul style="list-style-type: none"> Create a map of SMSC across the school, focusing on the delivery of the 3 Rs (resilience, responsibility, resourcefulness) 	<p>LW ask staff to map whereabouts they contribute to SMSC in their subject. LW and VCD to work on Assembly/ tutorial themes to map SMSC</p> <p>Tutorial programme introduced with clear lesson plans for each theme and week, linked to the assembly themes. Tutors take turns to plan one tutorial for others.</p> <p>LW to monitor the delivery of tutorials through 'drop ins' and regular support</p> <p>PHSRE curriculum revised in line with gaps highlighted by the audit in July 2014</p>	<p>July 2014</p> <p>September 2014</p> <p>Sept-July 2014/15</p>	<p>Central map of what is covered where when. Gaps identified. PHSRE planned to fill these gaps.</p> <p>Good quality delivery of tutorials highlighted through drop ins</p>	LW	
Staff plan Yr8 curriculum	Staff given time on INSET to plan curriculum for Yr 8	January 2015	Curriculum for Yr8 planned and shared by June 2014	VCD	Cost of resources
<ul style="list-style-type: none"> Develop closer curriculum links with Bridgwater College in Agri/Horti 	Joint 'Farm/ Gardens' group formed and working closely with BC to develop the curriculum	Sept 2014		RJ	
<ul style="list-style-type: none"> To develop a clear CAG strategy 	<ul style="list-style-type: none"> To develop a clear CAG strategy a) To identify destination routes of past students b) To produce comprehensive CAG materials c) To review goals and opportunities evening d) To invite past students to raise aspirations 			VCD	
<ul style="list-style-type: none"> Increase aspiration through a 	<ul style="list-style-type: none"> Science department launch triple science in 	Sept 2014		LW	

widening of the academic curriculum – triple sciences, languages, English Literature	September 2014 as an after school session <ul style="list-style-type: none"> • VCD to liaise with BC college to co-ordinate a twilight French lesson for Yr7, once a week • JTL/VCD to introduce English Literature with Yr10 			VCD VCD/JTL	
<ul style="list-style-type: none"> • Review mentoring 	<ul style="list-style-type: none"> • LW and tutors to meet regularly to review mentoring scheme as part of a pastoral programme of meetings 	Sept – July 2014/15		LW	

STRATEGIC THEME 4 - Brymore Operational plan: Care, guidance and support (including boarding) (2013/2014) - REVIEW

Objective (Tactical) What do you want to do?	Action How are you going to do it?	Deadline (Date)	Success criteria What will it look like?	Lead	Resources/ Costings/ Calendar
1. To improve behaviour across the school	1. To improve behaviour across the school				
	a) Review tracking for behaviour log to allow all relevant searches and monitoring to take place	Sept 2012	Behaviour log used effectively and consistency achieved across the school	DO	Time
	b) Ensure behaviour Log is used by key staff and reviewed regularly (HOH,HP,SLT,DB,LM)	Sept 2012		DO	Electronic system fit for purpose
	c) Drop into lessons - timetabled drop in for SLT to support behaviour across the school	Sept 2012	Increased SLT presence Changes possibly made to the system	DO/V CD	
	d) To develop use of SIMS gateway to allow behaviour incidents to appear on log in. To visit CFCS to see it in action	Oct 2012	SIMS utilised more effectively	DO/C G/CT /PC DO/R	Visit to CFCS
	a) To revise lesson monitor to record evenings/Sat pm	Sept 2012	Lesson monitor in place	W/P C	
	1a To develop a SIMS system that is unified for day and evening incidents	Sept 2013		MT/ NA/ /PC	Time to organise
	a) Ensure Behaviour log generates required reports and train all staff in its use		Behaviour Log reports used daily by HOH and Boarding	HOH and	SIMs and run training
	b) Level 1&2 incidents go to the Office. Level 3s go straight to HOH for investigation.	Sept 2013	Day and evening staff aware of incidents	board ing Staff and	

Comment [MT80]: Carried out initially by DO no longer recorded/discussed this could be sat morning focus in behaviour briefing

Comment [MT94]: Needs to be extended into next year

Comment [MT81]: Work needed on referral system (key staff members used for referrals)

Comment [MT82]: Will be involved in the inset day training of staff to use SIMS to report behaviour immediately

Comment [MT83]: Not done, will be revised on inset and launched from them. Monitored by LFW

Comment [MT84]: Some use of this process, unsure whether all HOH have been trained to access reports from SIMS

Comment [NA95]: Daily morning meetings between HOH, SLT including boarding ensure that all incidents are tracked and actioned.

Comment [NA96]: Houseparents informed of exclusions. HOH share key information re level 3s when appropriate.

	HOH responsible for communicating Level 3s to houseparent			HOH		
	1b To reduce fixed term exclusions and increase pastoral support following behavioural incidents					
	a) Organise whole staff Level 2 training on managing students with attachment difficulties and devise follow up procedures centred around key students	September 2013	Staff will have more understanding of attachment difficulties and more strategies in dealing with key students	NA/S A	Cost of EP to train staff	
	b) Organise Level 3 training for individuals working around those students	September 2013	Creation of teams around the student			
	c) Improve Mentoring system (see Raising Achievement plan)	September 2013	Mentoring for every student x6 a year	NA		
	d) Increase use of Pastoral Support Plan following fixed term exclusion. HOH, houseparent and associated SLT to review 2 weeks 6 weeks and 12 weeks after issue checking that strategies employed are having desired impact.		PSP leads to improvement in personalised support for student and reduction in fixed term exclusions	NA/D O	LM of HOH	
	2. Review and revise the reward system.					
	a) Proposed policy produced	Sept 2012	Rewards system evaluated and analysed	DO	Staff meeting Amended policy	
	b) Rewards system launched.	Oct 2012	Student voice group consulted on rewards			
	Original system maintained with addition of badges and certificates				CT - Certificate production,	
	Introduce rotation of points collation throughout the half term: Week 1 - Y9, Week 2 - Y10, Week 3 - Y11 students report their tutor group totals to the Office for sustained	Ongoing throughout the year	More regular presentation of awards throughout the year and more opportunities to report points to CT		tutors to organise the	

Comment [MT85]: Satisfied in part, most staff following this procedure. Again remedied if SIMS is used

Comment [NA97]: Training delivered by Dr Jenny Syne in September 2013 Support plans in place for key students that this relates to

Comment [N98]: Evident with SF, AT, OK

Comment [N99]: Regular mentoring now in need of monitoring

Comment [N100]: One in place, needs to be better utilised and reviewed. HOH training for re-entry following 2nd exclusion.

Comment [MT86]: Reward system in place, new spreadsheet based system for improved analysis.

Comment [N87]: Badges system in place. New VT system poses opportunity to check rewards and their value

	accumulation of points/rewards				collation of points	
	3. To review and develop student leadership			NA		
	a) Prefect meeting cycle established	Sept 2012	Prefect system established			
	b) Prefect duty teams established and to meet with duty staff	Sept 2012			Meetings on calendar	
	c) To review prefect system					
	Current SSLT system to be maintained	Sep 2012				
	d) Student council elected			DO	Badges	
	e) Student council meeting cycle established	Sept 2012	Elections taken place and student council in place		Photos/meetings on calendar	
	b) Terms of reference and meeting protocol established			DO		
	c) Review of student council	Oct 2012				
	RWa to lead on Student Council training DB in the first half term before DB takes it over	Sept 2012		RWa /DB		
	h)To establish other forms of student voice and protocols such as suggestion boxes, house meetings etc	September 2013	Successful training of DB Student Council continued	DO		
	Continue with bi-weekly Student voice newsletter			RWa		
	d)To produce student leadership procedures as part of parent/student handbook					
	Review current information and amend accordingly			NA		
			Clear procedures part of student/parent handbook			

Comment [N88]: Not needed

Comment [N89]: Prefect system reviewed by LWi/VCD for Sept 2014
 High aspiration from Y10 to be part of the SSLT
 New duty system being established to enable better coverage in the day and night
 Greater involvement and support for prefects needed once appointed and decision about their rewards.

Comment [MT90]: Agreed new systems in place, high aspirations of year 10's.
 Need for efficient monitoring system for behaviour incidents reported by SSLT and SSLT on duty

Comment [N91]: Student council meet twice per term (start and end).
 Agenda items put forward from House meetings / suggestion boxes and now the online suggestions page (BOB) build our Brymore. Minutes shared in notice boards in house (and should be shared in assembly). The student newsletter is only published 3 times per year.

Comment [MT92]: Post boxes for students voice priority! System to ensure that the boxes are checked daily

Comment [N93]: Not complete

	e) To streamline behavioural reporting systems. All teaching and support staff to be trained to directly input behavioural incidents on to SIMS	Sept 2014	All teaching staff and support staff directly inputting behavioural incidents instead of using the paper system	LFW	
	f) HOH to receive training to improve the monitoring of Absence and Behaviour within their House.	Sept 2014	HOH checking SIMS home page each day	LFW	
	g) Tutors to have regular conversations with their tutees in response to behaviour incidents.	Start Sept 2014 - ongoing	Learning walks identify follow up from behaviour and attendance conversations. Reduction in repeated incidents of negative behaviour	LFW	
	h) The rights of a child to become an integral part of the tutorial programme. Tutorial programme to include aspects of team building, social skills and building positive relationships.	Sept 2014 – ongoing	Students aware of their rights and the rights of others. Learning walks observe the delivery of Social skills and the use of team building activities.	LFW	
	i) Follow up from behavioural incidents and reintegration meetings to be put on a centralised system	Dec 2014	System in place to monitor points made in reintegration meeting. Record of when resolved. Tracking of unresolved	LFW HOH	

	j) Half termly pastoral staff meeting to discuss student behaviour. Repeat offenders identified and support plan put in place (lead by tutors/HOH)	Nov 2014	behaviour incidents on SIMS (No issue to be unresolved for over 7 days) Up to date monitoring of key students involved in behaviour incidents. Support plans in place for every students that has received two level 3 in a term (Prevention of 3 strikes exclusion)	LFW	
2. To ensure Brymore at least meets and in many cases exceeds the boarding minimum standards	a) DO/RW to go through minimum standards with boarding staff during INSET day in September. b) In line management meeting with House-parents RW to go through minimum standards and Ofsted criteria for minimum standards/ safeguarding. c) RW to create an audit sheet with minimum standards on it and safeguarding criteria. Staff to complete and provide evidence by Sept 2012. Now needs reviewing in light of NMS d) RW meet with House Parents to go through the results of the audit and prioritise the order in which to tackle each area - come up with a calendared plan of what to do when (boarding development plan), starting immediately	Sept 2012 Sept 2012 By Sept 2012 By Oct 2013 W/B 23 rd Sept 2012	Power point developed and delivered Understanding of the new standards by all necessary staff - staff input into audit Staff input into audit Create a priority list of action of development for the boarding house and safeguarding Development plan produced awareness of the boarding team of that plan and of the priorities that need to be addressed.	DO DO DO/R W RW DO/R W	p/point new standards from website audit sheet priority list development plan -key dates on calendar

	<p>Link to appraisal and review effectiveness</p> <p>e) To review the induction process</p> <p>RW to review again</p> <p>Additional risk planning of implications of larger Induction 2014 to be completed by SLT</p>	Sept 2012	<p>Boarding staff appraisal linked to responsibility</p> <p>Induction procedures produced</p>	<p>RW</p> <p>DO/RW</p> <p>MT/VCD/NA</p>	
3. To develop clear communication and recording systems	a) DO to meet with RW and Matron and LC on a weekly basis.	Sept 2012	Meetings established	DO	P/point
	b) Improve communication between day and night staff to transfer information effectively to each other. RW and DO to attend SLT briefing HOH to attend SLT briefing	Sept 2012	Electronic use of behaviour log visible to key staff Daily updates on behaviour and other pertinent care issues	DO/RW HOH/RW/DO/S	Training
	c) To improve communication with parents for positive and negative behaviour (part of reward and behaviour policy) Review logging of phone calls in boarding Teaching and LS staff to log phone calls to any student at Deputy Head stage of behaviour review Introduce Student Support Plan as Linked Document on SIMS to centralise all information and planning around the child: key information on transition/strategies, Learning Support information and Boarding	Sept 2012	<p>Increased and improved communication in place</p> <p>Students at risk of PEx have a comprehensive log of parental contact</p> <p>Centralised information on each student accessible for all staff.</p> <p>All staff able to cross-reference</p>	<p>LT</p> <p>DO RW</p> <p>VCD to trigger</p> <p>NA to lead</p>	

Comment [N101]: RWa and NA have planned 2 Inductions for Y7 and Y9. Initial feedback from staff and students is positive. Further review/questionnaire needed.

Comment [N102]: In place and ensuring that information is shared daily.

Comment [N103]: Support plans in place for any student with a statement or who is High Needs funded. Plans are put together quickly following a new student entering the academy. Houseparents are completing relevant boarding information and targets. Support plans shared with staff and reminders given. Further work needed to ensure that all staff follow strategies given or make suggestions of other strategies that work well.

	<p>Care plan Store Pastoral Support Plan in a similar way</p> <p>Weekly meetings between RW and LFW to develop communication systems. Consistency with the reporting systems from the boarding team and day staff.</p> <p>SIMS used to record behaviour incidents day and night. Follow up system to be used effectively.</p>	Sept 2014	<p>their work with others in the school</p> <p>Weekly meeting to be held, day and night systems to complement each other. House parent s notified of any attendance concerns or behavioural incidence that have occurred that day.</p>		
4. To develop SEAL across the school	<p>a) DO to write a curriculum for PHSE/R.E. for September 2012. NA to review with DO in LM</p> <p>DO to train selected staff and students in Restorative Justice.</p> <p>Introduce RJ proforma.</p> <p>Staff to begin using RJ as a matter of course. NA to review with DO in LM and request minutes of RJ held following key incidents</p>	<p>Sept 2012</p> <p>By Sept. 2012</p> <p>Sept. 2012</p> <p>October 2012</p> <p>October 2012</p>	<p>Scheme of work incorporating RE/PHSE</p> <p>RJ on the C3 form, training delivered and practised across the school</p>	<p>DO</p> <p>DO</p> <p>DO</p> <p>DO</p>	<p>SoW</p> <p>RJ referral forms</p> <p>RJ referral forms</p>

Comment [N104]: RJ style work is being completed throughout the year with Sam Austin leading in this area in supporting students.

	SEAL to become an integral part of the tutoring programme, the assemblies and the PSHRE programme. SMSC to be tracked and on across the schools. Aspects that are not met or need improvement will be targeted in the tutorial and mentoring programme. Vertical tutoring programme introduced to support social and emotional development	October 2014	SMSC Mapped across school, every SMSC and SEAL criteria met. Regular activities both within and outside the classroom to support SEAL.	LFW	
5. To ensure safeguarding procedures are outstanding	a) DO to review the Safeguarding Action Plan - for the first year by Sept 2012. b) Safeguarding on every meeting agenda where relevant c) Student leadership - mentoring To have established a list of those suitable for mentoring. e) To establish a training programme to give theoretical and practice solutions to be a mentor - maybe looking at House parents to involved in the same training	By Sept 2012 Sept 2012	Priorities listed and how to be actioned detailed. Trained mentors/students leaders Internal and external training provided - Leadership and mentoring skills developed of both staff and student leaders	MT/ DO DO DO/ NA/R W HP's	Action plan List of students Certificates of training
Priorities for next year/Next steps	Impact				
<ul style="list-style-type: none"> Improve use of PSP for students with more than 2 exclusions. 	<ul style="list-style-type: none"> There have been no permanent exclusions between 2009 and 2012 with one in 2013/14 Days lost for fixed term exclusions dropped by 26% between 2012 and 2013 Two Ofsted inspections (March 2012 and care standards in November 2012) reported behaviour as good 95% of parents on parent view agree/strongly agree students are well behaved with no parents disagreeing/strongly disagreeing 				

Comment [N105]: CP update: NA trained to Level 1, SA to Level 2. RWA, LG level 1 trained. SA and NA have led CP referrals and concerns this year including ongoing PEPs. CP log updated with DO.

EP and counselling support available following critical incident. MT and NA attended multi-professional meeting.

CP policy in process of being amended.

<ul style="list-style-type: none"> • Review effectiveness of Induction 2014. • Implementation of Vertical Tutoring: opportunities to review rewards system, chance for tutors and HOH to have an input in to support plans, need for House meetings. • SMSC to guide the planning of PSHRE, Assemblies and tutorials. Aspects of SMSC to be integral to lessons across the school. • Improve links with boarding including improved consistency of the systems used for behaviour and attendance. 	<ul style="list-style-type: none"> • 100% of parents report their child felt safe at the school • 97% felt their child was happy • Behaviour log now used across the school (day/boarding) • Behaviour of all reviewed by SLT/HoH/DoB every day – intervention immediate • Reward system re-launched (badges in place) • Prefects/SSLT introduced • Student council elected • Student mentoring established • Boarding team meet every week – NMS reviewed • Better communication on a daily basis between day and evening staff ensuring that behaviour is reviewed and actioned promptly. • Attachment training delivered and clear evidence of groups of staff working around key students. • Rewards: badges and Student of the Week seen as aspirational by boys – VT provides chance for tutors to review this. • SSLT recruitment shows clear drive and determination of current Y10 to be part of student leadership. • Support plans in place and being utilised
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STRATEGIC THEME 5 - Brymore Operational Plan: Leadership and accountability (2013/2014)

Objective (Tactical) What do you want to do?	Action How are you going to do it?	Deadline (Date)	Success criteria What will it look like?	Lead	Resources/ Costings/ Calendar
2. To develop effective appraisal procedures	Agree Performance related pay/appraisal policy	Sept 2013	Agreed by staff/governors	MT	First Gov meeting
	SLT meeting in September go through appraisal procedures.	Sept 2013	All SLT aware of appraisal procedures	MT	Staff meeting
	SLT complete appraisal of colleagues	19 th Oct 2013	Appraisal documentation completed	SLT	
	VCD, RWA, CT,PC, NA to go through appraisal procedures with middle leaders in line management meetings	19 th Oct 2013	Line managers aware/able to complete appraisal of staff	SLT/ LM's	Line man. meetings
	Middle leaders carry out appraisal meetings/ observations.	22 nd Nov 2013	All appraisal documentation to MT		

Comment [MT106]: E:Policy in place and agreed by governors/trustees

Comment [MT107]: E:Appraisal documentation in place. To be revised for 2014

3. To ensure all staff consistently follow agreed working protocols	Rationale and working protocol document launched in first INSET day in September Core principles for staff agreed. All staff accept: <ul style="list-style-type: none"> • Every boy really does matter • There is an expectation of the highest standards • Their role is vital in improving organisational efficiency 	Sept 2013	Document agreed and in place	MT	Inset day Sept.
		Sept 2013/On going		MT	
	SLT go thorough document and middle leaders responsibilities in line management meetings Review of working protocols	Sept 2013	All staff following protocols	MT/ VCD/ NA/R WA/ CT	Line man. meetings INSET day/staff meeting
	To produce a calendar for staff development - reviewed after PM	Sept 2013 Reviewed Nov 2013	Coherent staff development programme in place based on need	MT/ VCD	Staff meeting calendar
4. To ensure robust MER procedures	SLT produce calendar for line management meetings	September 2013	Calendar on SLP and shared with all staff	MT/ VCD	Meeting calendar
	SEF's, Departmental plans and reviews carried out according to calendar See T&L and Raising Achievement plan for detailed monitoring throughout the year.	September 2013	Procedures produced and shared with staff	VCD	
	To establish 'area' reviews for identified teams: Office/site/boarding/care/Learning support/Technicians/grounds	4 th Nov.	Continuous improvement culture established	MT	

Comment [MT108]: E:Document launched in INSET day on....
E:Staff development calendar in place

Comment [MT109]: E:Calendar in place

Comment [MT110]: E: In place – see RA plan

Comment [MT111]: Not achieved. To review in 2014

	Launch Inset day				
5. To build capacity through distributed leadership	To re-organise the Senior Leadership Team to include two associate members: Pastoral Manager Director of Boarding	Sept. 2013	SLT in place	MT	To build into calendar
	To establish three School Development Teams to work with SLT: <ul style="list-style-type: none"> Teaching and Learning Raising achievement and welfare Business and General purpose 	Sept.2013	Greater staff involvement/awareness of key decisions	MT	
	To identify key staff to work on identified action research projects: The hidden child Standards - The physical environment Standards - working practice Staff Welfare	Sept 2013/On going	Greater staff involvement Improved team work	MT/S LT MT	
	To ensure existing teams feel part of the school vision and to re-enforce core principles/working protocols through Half termly meetings established attended by SLT for: <ul style="list-style-type: none"> Office team Site team Boarding team Learning support team Technicians 	From Sept 2013	All staff mindful of core principles in day to day working practice/feel valued	MT/S LT	
6. To ensure recruitment meets targets set for Year 7 and 9	To produce a separate operational plan for marketing and recruitment	Sept. 2013	Numbers reached	MT/ LW	£10,000

Comment [MT112]: E: Posts in place. Further expansion in 2014

Comment [MT113]: E: In place – see minutes

Comment [MT114]: Not achieved – replaced by Impact reporting process in 2014

Comment [MT115]: Partly achieved. To expand in 2014

<p>Priorities for next year/Next steps</p> <p>To produce an impact report to include:</p> <ul style="list-style-type: none"> • To develop effective appraisal procedures (focus impact on student progress) • To ensure all staff consistently follow agreed working protocols • To ensure robust MER procedures To build capacity through distributed leadership 	<ul style="list-style-type: none"> • Two recent Ofsted inspections (March 2012 and November 2012 – care standards) rated leadership and management as good • Ofsted parent view (June 2013) revealed 100% of parents felt the school was well managed and led • Ofsted (2012) report a broad and balanced curriculum, which meets the SMSC needs of the students and with a comprehensive range of extra- curricular activities • Ofsted (2012) reported effective systems for safeguarding procedures <p>In March 2012 Ofsted graded leadership and management as good. It commented that:</p> <p>‘Staff at all levels have engaged in the process for improvement.....linked to an effective training programme to improve teaching and learning and includes regular and systematic monitoring by senior leaders, but there is a need to develop the procedure to focus more sharply on student progress’’</p> <p>‘There is a need to streamline the system (at a Governing body level) of holding senior leaders to account’</p> <p>In November 2012 Ofsted (care standards reported):</p> <p>‘Governors and Senior Leaders ...provide strong and effective leadership. The management team effectively ensure that key practices receive close attention and scrutiny which drives improvement. New recording systems and robust monitoring strategies are in place and are being effectively implemented. Any weaknesses are identified through self - evaluation and action plans are put in place to address these’</p>
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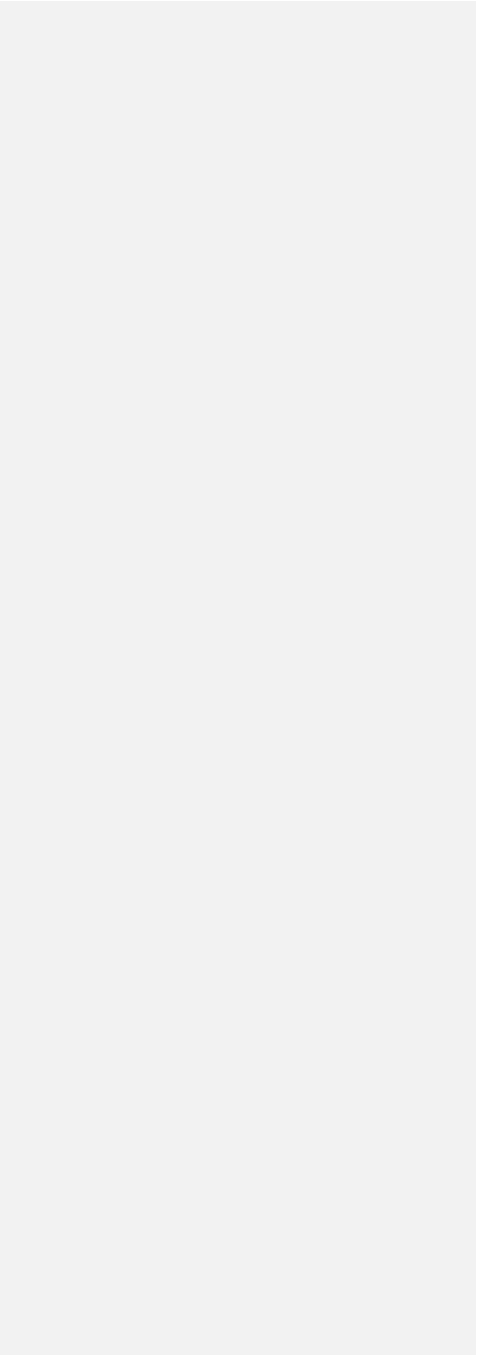
STRATEGIC THEME 5 - Brymore Operational Plan: Leadership and accountability (2014/2015) - REVIEW

Objective (Tactical) What do you want to do?	Action How are you going to do it?	Deadline (Date)	Success criteria What will it look like?	Lead	Resources/ Costings/ Calendar
1.To develop effective appraisal procedures (focus impact on student progress)	Revise appraisal procedures	June 2014	Procedures in place	MT	Staff meeting Sept 2014 Full Gov. Body meeting Oct 2014
	Staff meeting in September go through appraisal procedures.	Sept 2014	All Staff aware of appraisal procedures	MT	
	MT complete appraisal of all teaching staff	4 th Oct 2014	Appraisal documentation completed	MT	
	MT to present recommendations to governing Body	Oct 2014		SLT/ LM's	
	MT to review progress of students with all staff following each data drop (to include data, work scrutiny, attitude to learning)	15 th Oct 2014 17 th Jan 2015 7 th Mar 2015 1 st May 2015 13 th Jun 2015	Consistent approach Sharper focus on progress		

2.To ensure all staff consistently follow agreed working protocols	Rationale and working protocol document launched in first INSET day in September Core principles for staff agreed. Accountability framework produced.All staff accept: <ul style="list-style-type: none"> • Every boy really does matter • There is an expectation of the highest standards • Their role is vital in improving organisational efficiency 	Sept 2014	Document agreed and in place	MT	Inset day Sept.
		Sept 2014/On going		MT	
	SLT go thorough document and middle leaders responsibilities in line management meetings	Sept 2014	All staff following protocols	MT	Line man. meetings
	To produce a calendar of staff development – individualised following appraisal	Sept 2014 Reviewed Oct 2014	Coherent staff development programme in place based on need	MT/VCD	INSET day/staff meeting Staff meeting calendar
3.To ensure robust MER procedures	SLT produce calendar for line management meetings	September 2014	Calendar on SLP and shared with all staff	MT/VCD	Meeting calendar
	SEF's, Departmental plans and reviews carried out according to calendar See T&L and Raising Achievement plan for detailed monitoring throughout the year.	September 2014	Procedures produced and shared with staff	VCD	
	To establish 'area' reviews for identified	Sept 2014	Continuous improvement	MT	

	<p>teams: Departments/ Office/site/boarding/care/Learning support/Technicians/grounds Launch Inset day</p> <p>To establish external inspection visits/support for moderation purposes and to provide challenge</p> <ul style="list-style-type: none"> • To book INCITE • To establish links with Lillian Bayliss School in London • To establish links with Taunton Academy 	<p>June 2014</p> <p>June 2014</p> <p>June 104</p>	<p>culture established</p> <p>External programme of accountability established</p>	<p>MT</p>	
4.To build capacity through distributed leadership	<p>To establish three School Development Teams to work with SLT:</p> <ul style="list-style-type: none"> • Teaching and Learning • Raising achievement and welfare • Business and General purpose <p>To identify key staff to work on identified Impact reports: TIM, LAC, Challenge and progress, Leadership and accountability</p> <p>To ensure existing teams feel part of the school vision and to re-enforce core principles/working protocols through</p> <p>Half termly meetings established attended by SLT for:</p> <ul style="list-style-type: none"> • Office team 	<p>Sept.2014</p> <p>Sept 2014/On going</p> <p>From Sept 2014</p>	<p>Greater staff involvement/awareness of key decisions</p> <p>Greater staff involvement</p> <p>Improved team work</p> <p>All staff mindful of core principles in day to day working practice/feel valued</p>	<p>MT</p> <p>MT</p> <p>MT/S LT</p>	

	<ul style="list-style-type: none">• Site team• Boarding team• Learning support team• Technicians				
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Strategic Theme 6 : Brymore Tactical Development Plan: Boarding (2012/14) -REVIEW

Major Strategic themes	Strategic aims	Lead person	Timescale
Outcomes for Boarders	1. To embed and progress Student Voice throughout the boarding environment.	DB/RWA	On-going
	2. Centralisation of finance and whole school organisation of activities and developing tracking procedures for each boarder	PC/RWA	Easter 2013
	3. To develop systems that monitor physical, social and emotional development - to include activities, courses, visits to other schools, counselling	RWA/DB	Sept 2013
Quality of Boarding provision and Care	1. To ensure the continued design, refurbishment and maintenance of the boarding provision and that it is developed into a boarder driven process that is evaluated and responded to on a regular basis.	JF/RWA	On-going
	2. To ensure that the school provides quality and a variety of food	RWA/DB/PC	On-going
	3. To develop and provide a Boarding specific qualification to help improve the social and personal development of selected boarders	LG / RWA	Sept 2013

Comment [MT116]: Student council established. Students surveys, comment boxes used.

Comment [MT117]: Catering provision brought in-house

Major Strategic themes	Strategic aims	Lead person	Timescale
Boarders' Safety	1. To ensure that records are kept of fire drill registers/assessments and that these registers are analysed for absentees and that these absentees are walk through the fire procedure	PC/RWA	Feb 2013
	2. To ensure that safer recruitment procedures are tightened and followed when appointing new members of Boarding staff	MT/RWA	Feb 2013
	3. To develop procedures on restraint and ensure that all staff are aware and confident of their roles and responsibilities.	DO	Sept 2013
	4. To investigate improving external lighting around the school site	MT / PC	Sept 2013
	5. Develop a Missing from Home procedure	RWA / DB	Oct 2013
Leadership and management of Boarding	1. To develop a robust complaints procedure for boarders, staff, parents and visitors.	MT/RWA	Sept 2013
	2. To monitor, evaluate and record all one to one meetings	RWA	Jan 2013
	3. Embrace and facilitate a culture within boarding of distributive leadership amongst all staff, which is monitored and evaluated on a termly basis, forming the basis of performance management and boarding strategic development.	RWA	Sept 2013

Comment [MT118]: CCTV introduced

Comment [MT119]: Re-structures leadership of boarding and Hp given areas of responsibility

Strategic Theme 6 : Brymore Tactical Development Plan: Boarding (2013/14)

Major Strategic Theme	Strategic Aims	Lead person	Timescale
1) Outcomes for Boarders	<p>1.1 To create and implement a system (Brymore Wings) that allows both pupils and staff to monitor, track and develop an individual's progress towards SEAL and the ECM agenda.</p> <p>1.2 Embed a pupil driven student voice system throughout boarding, ensuring individuals and groups are able to make significant contributions to boarding's operation and development.</p> <p>1.3 Increase the range and diversity of opportunities for pupils to become involved in new experiences to develop physical, emotional and psychological health, whilst providing opportunities to reach their full potential</p> <p>1.4 Provide increased opportunities to strengthen friendships and a sense of community throughout the houses, whilst developing a strong affiliation for their residential environment.</p>	<p>JF / JL</p> <p>JL</p> <p>DB</p> <p>RW</p>	See operational plan

2) Quality of Boarding provision and Care	<p>2.1 Plan and deliver an induction program that maximises the opportunities for pupils to settle and engage in Brymore life as quickly and effectively as possible, both prior to arrival and during their initial few months.</p> <p>2.2 To ensure high quality links and methods of communication are maintained and further developed between boarding and day school to support pupil's academic and personal progress (SIM's).</p> <p>2.3 Boarding and academic staff to work closely together to monitor and review academic progress with a particular focus on quality of prep completed, allowing parents / Houses parents to view and monitor prep set and completed.</p> <p>2.4 Provide opportunities for all pupils to undertake a lead role(s) of responsibility within boarding, with a focus of accountability and celebrating success when completed.</p> <p>2.5 Continued development and implementation of well-focused, detailed and rigorously implemented care plans that have a highly beneficial impact on outcomes for individuals.</p>	<p>RW</p> <p>RW/LW</p> <p>LW/LG</p> <p>JF</p> <p>JL</p>	See operational plan
3) Boarders' Safety	<p>a. Carry out a full review of policies and procedures for child protection and safeguarding ; countering bullying, including racism, homophobic and cyber-bullying, health and safety; and for children missing from school in line with national guidelines.</p> <p>b. To promote positive and proactive behaviour management strategies and celebrate success across boarding.</p> <p>c. To monitor and update the out of bounds procedures and policies to reduce incidents occurring.</p>	<p>RW/JL</p> <p>JF/JL</p> <p>RW</p>	See operational plan

	<p>d. All senior boarding staff to have undertaken a minimum of level 1 CP training.</p> <p>e. Update policies and procedure on restraint and ensure CPD opportunities for all staff provided on this topic.</p> <p>f. Implementation of the SHARP system allowing pupils to report any concern, and have confidence that it will be tackled promptly and effectively.</p>	<p>JL</p> <p>RW</p> <p>JF/JL</p>	
4) Leadership and management of Boarding	<p>1.1 Departmental review of consistency across all houses regarding standard practices identified.</p> <p>1.2 Update and sharing with staff of NMS document to ensure theory is in fact reality.</p> <p>1.3 All boarding staff / matrons to be line manage / performance management using new school system.</p>	<p>RW</p> <p>RW</p> <p>RW/JL</p>	See operational plan

Boarding : STRATEGIC THEME 1 - Brymore Operational Plan: Outcomes for boarders (2013/2014) -REVIEW

Objective What do you want to do?	Action How are you going to do it?	Deadline (Date)	Success criteria What will it look like?	Lead	Resources/ Costings/ Calendar
1. To embed and progress Student Voice throughout the boarding environment, developing a number of methods of feeding back to pupils.	Ensure that HPs + Gap Tutors use all means of channelling student voice and how this is effectively published and fed back to students. Keep pupils up to date and informed with progress and actions being taken from student voice. Highlight specific actions that have been the result of student voice and the impact it is having.	Oct 2013	<ul style="list-style-type: none"> - Student voice letter published termly. - Promotion of variety of methods for student voice. - Student council announcements in assembly 2 x term - 1-1 meetings / dorm meetings with HP - Student council - Boarding house representative. - HIT team / activities team feedback. - Boarding questionnaires 	DB/RWA	Every term publication of newsletter. Informal dorm meeting 1 x term. 3x year individual meeting with HP
2. Centralisation of finance and whole school organisation of activities and developing tracking	Designated person/s responsible for co-ordinating, budgeting and tracking of activities Systems of tracking pupil participation rates All staff completing activity registers	Easter 2013	Ensure that the running costs are within the designated budget Activities profile of each	PC/RWA	Cost of new equipment when required. Travel costs

Comment [RW120]: Student council agenda generated through house meetings / suggestions boxes / online (BOB) for meeting at start of every term. Minutes and progress published in houses & assemblies 1x term

Comment [RW121]: HIT termly poster created and published on new initiatives and funds raised / items purchased from profits.

Comment [RW122]: Procedures in place to prevent pupils becoming overdrawn in account. Costs for each activity accurately calculated allowing for small profit to be made and reinvested into activities program. Activity program published to parents including all costs in advance.

procedures of each boarder	Staff to gain activity approval from PC prior to organisation. PC to work closely with DW on system that monitors budgets / pupils spending Clear procedures put in place regarding activities account finances and payment of activities outlined to parents and pupils	Sept 2013	student / boarder (link document on pupil profile) Increased range of activities outside of sporting context Student feed back	PC/DW	Activities report published with boarding report 3 x year.
		Sept 2013	PC to meet with DW to review activities accounts and upcoming payments. Procedures presented to parents and pupils as part of induction / handbook / boarding agreement	PC/RWA	
3. To develop systems that monitor physical, social and emotional development.	Recording and monitoring of personal / social development achieved through inputting relevant information into Sims student profile, and reviewing on individual time frame dependent upon pupil. Link documents and information to be detailed in profile - a) Physical development / data to be recorded and monitored by matron b) Emotional and social development monitoring through individual or paired informal meetings with HPs. HP to highlight 10 specific pupils per term whilst ensuring all pupils are monitored	Sept 2013	Pupil profile held centrally on Sims, creating detail picture of individual's behaviour / progress. Link documents to support student support plan / pastoral support plan	RWA / HP	Sims training
		Oct 2014	matrons assessment + data	Matron / HP	
		Sept 2014	HP termly meeting notes / observations act as the link document on the pupil profile. Feeds into the student support plan / pastoral	JF/RWA+ HP	

Comment [RW123]: Weekend activities program published weekly colour coded for costs. Termly activity program and sign up published to parents

Comment [RW124]: Student support plans and pastoral support plans completed and used, reviewed termly and amended where required.

Comment [RW125]: Brymore 'Wings' systems being developed and launched in Sept 2014 link to monitoring SEAL development through ECM strands

	<p>through daily interactions / talks that occur naturally.</p> <p>c) HP to record significant concerns/issues raised through observations / meetings and any on-going interventions put into place.</p>	Sept 2013	<p>support plan</p> <p>See above</p>	HP / RWA	
<p>Priorities for next year/Next steps</p> <p>1 To create a system that allows monitoring of an individual SEAL development throughout their time at Brymore.</p> <p>2 Ensure student voice continue to drive changes / improvements within the school.</p> <p>3 Continue to develop the activities program and provide new experiences for pupils to succeed and reach their potential, whilst monitoring participation rates.</p> <p>4 Strengthen the community cohesion to individual house and Brymore in general, creating a sense of belonging.</p>		<p>Impact</p> <ul style="list-style-type: none"> • Student council representatives from all boarding houses / out-boarders and year groups present on the council. • Boarding survey 95% of boys say they feel listened to and opinions valued. • Specific working groups formed to drive a range of issues across boarding, with actions / outcomes published. • 90% of boys say information is communicated effectively within boarding houses. • Activities budget now run at a profit, and reinvested into equipment. • 100% of boys feel they have the opportunity to put their view forward and suggest changes for boarding • 97% of boys agree that boarding house accommodation has improved greatly and is comfortable and homely. • HP leading area of responsibility through distributive leadership. 			

Comment [RW126]: Pupil intervention folder documenting individual interventions and outcomes.

Boarding : STRATEGIC THEME 1 - Brymore Operational Plan Boarding : Outcomes for Boarders (2014/2015)

Objective (Tactical) What do you want to do?	Action How are you going to do it?	Deadline (Date)	Success criteria What will it look like?	Lead	Resources/ Costings/ Calendar
<p>1 - To create and implement a system that allows both pupils and staff to monitor, track and develop an individual's progress towards SEAL and the ECM agenda.</p>	<ul style="list-style-type: none"> • JF and RW to create a Brymore wings program detailing success and assessment criteria. • Introduce program across KS 3 in all boarding houses. • 12 x 1-1 sessions with all pupils across the year to review progress. • Link program to all elements of school life to allow maximum success potential. 	<p>Sept / Oct 2014</p> <p>Beginning – end of terms.</p>	<ul style="list-style-type: none"> • Pupils self-assessing their own social / emotional/ physical development and target setting. • Increased self-awareness of personal areas of strength and weakness. • Increased motivation to succeed and challenge themselves in all areas of personal development. • Visual presentation of personal development over 5 year period. 	<p>JF / JL</p>	<p>Brymore wings booklets. Badges</p>
<p>2 - Embed a pupil driven student voice system throughout boarding, ensuring individuals and groups are able to make significant contributions to boarding's operation and development.</p>	<ul style="list-style-type: none"> • Continue to develop existing and new focus groups of student voice (Council / HIT / Food group / Activities Group). • Develop new platforms for pupils to express views and opinions (BOB). 	<p>Oct 2014</p> <p>Oct 2014</p>	<ul style="list-style-type: none"> • Multiple focus groups established and driven by pupils for pupils. • Regular scheduled meetings led and run in a professional manner. 	<p>JL</p>	<p>Badges for groups</p>

	<ul style="list-style-type: none"> • Ensure items raised in groups are publicly available and update feedback provided within specific time frame. • Publically (in school /to parents) celebrate termly actions / change that has been driven by pupil voice. 	<p>On-going</p> <p>Termly (end)</p>	<ul style="list-style-type: none"> • Feedback for selected groups to be published via notice boards / assemblies / online within set time frame. • Pupils taking and increased responsibility for their school facilities / activities / direction. • Pupils becoming more forthcoming with ideas in a realistic manner and channelled correctly. 		
<p>3- Increase the range and diversity of opportunities for pupils to become involved in new experiences to develop physical, emotional and psychological health, whilst providing opportunities to reach their full potential</p>	<ul style="list-style-type: none"> • Increase the range of activities available that are not sport focus, but focus of creativity and emotional development. • Provide opportunities to visit external attractions / shows within the program. • Develop smaller focused activity groups to allow for greater interaction and socialisation in a relaxed setting. 	<p>Nov 2014</p> <p>Oct 2014</p> <p>Oct 2014</p>	<ul style="list-style-type: none"> • Increased range of activities that are not driven by physical ability. • Create opportunities for individuals to relax and undertake activities previously unknown to them. • Pupils with increased cultural awareness and heightened social 	DB	<p>Costs of external trips (subsidised by school?)</p> <p>Purchasing of new equipment.</p> <p>Staff training</p>

	<ul style="list-style-type: none"> • Link participation rates to success criteria for Brymore Wings achievement. • Celebrate success more publically. 	<p>Oct 2014</p> <p>On-going</p>	<p>awareness when in groups.</p> <ul style="list-style-type: none"> • Increased personal confidence and self-esteem to try new ventures. • A more balanced extra-curricular activities program to cater for both key stages and varied interests. 		
<p>4- Provide increased opportunities to strengthen friendships and a sense of community throughout the houses, whilst developing a strong affiliation for their residential environment.</p>	<ul style="list-style-type: none"> • Introduce an inter house competition format to be delivered throughout the year. • Promote a house identity through décor within the houses and ensuring accommodation is individualised. • Provided opportunities for intra house competitions and social events • Provide opportunities to undertake charity work for local community through the houses. 	<p>Dec 2014</p> <p>Nov 2014</p> <p>Dec 2014</p> <p>Jan 2014</p>	<ul style="list-style-type: none"> • Pupil displaying a strong sense of allegiance towards their boarding house and individuals within it. • Termly inter house completion across a variety of activities competing for a boarding cup. • Development of a healthy sense of competitiveness amongst boys within houses, with an 	RW/LG	

			<p>understanding of boundaries and being respectful in defeat.</p> <ul style="list-style-type: none">• Continued house improvement and creative thinking to individualise personal space and communal areas.		
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Boarding : STRATEGIC THEME 2 - Brymore Operational Plan: Quality of boarding provision and care (2013/2014) - REVIEW

Objective What do you want to do?	Action How are you going to do it?	Deadline (Date)	Success criteria What will it look like?	Lead	Resources/ Costings/ Calendar
1. To ensure the continued design, refurbishment and maintenance of the boarding provision and that it is developed into a boarder driven process that is evaluated and responded to on a regular basis.	HIT team via regular house meetings. HIT teams to feed back to house meetings	On-going	Implemented action, student /parent feed-back	LG/RWA	
	LG to meet with RW 2 x term to discuss action plans for future developments and funding opportunities.	On-going	Plan identifying areas of development / costs / funding / pupil delegation of responsibility.	LG / RW	
	Continued use of the damage/repair log – making sure that all staff know how to use the log. Liaising with PC and the maintenance team	On-going	Repairs of damage / breakages are assessed within 2 days of reporting, replaced within 1 week	JF/PC	Costs of parts / labour for external company
2. To ensure that the school provides quality and a variety of balanced meals / snacks.	The school to consider tendering the catering contract	Oct 2013	PC to carry out a tendering process	PC/MT	
	Develop a Cultural dietary policy - themed nights	Sept 2013	Policy on Cultural dietary needs.	DB	

Comment [RW127]: Termly HIT meetings with profits / spending published via termly poster. Facebook used to promote developments to both parents and pupils.

Comment [RW128]: LG 1-1 Q & A with pupils on requests for house developments

Comment [RW129]: Meetings in place with finances reviewed and future developments planned

Comment [RW130]: Damages log & maintenance log

Comment [RW131]: Catering contract terminated and provision taken in house. Survey and food group comments report significant improvements in quality of food.

Comment [RW132]: Themed nights based on cultures from around the world 1 x term.

	Change the style and options of Sunday morning breakfasts	Sept 2013	Student and staff consultation Student consultation	DB	
	Increased range of tuck available (healthy options)	Sept 2013		DB	
3. To develop and provide a Boarding specific qualification to help improve the social and personal development of selected boarders (holistic development) Begin planning process for the introduction of years 7 + 8 into boarding at Brymore, focusing on logistics and social impact this may have.	LG to get trained for ASDAN delivery	Sept 2013	Training completed	LG/RWA	LG on a course
	LG to set up ASDAN course for selected pupils	Sept 2013	Uptake and completion of course by selected boarders		Cost of recourses / registration of course
	Link into Physical, Social and emotional development tracking procedures	Dec 2013	Delivered to year 9 (specific prep night), selected year 10's		
	Plan for induction process and how this will be achieved with larger numbers / younger pupils. Review of current house structures of year groups and clusters. Logistical review such as staffing / prep / dinning / activities / quality of care with increased numbers Specific requirements involved in working with younger pupils within a boarding environment (staff training / awareness / changes to policies) Visiting boarding schools that currently have an intake of younger	FEB 2014	Current pupils being well informed and prepared for intake of younger pupils. Clear mentoring system from staff and pupils (vertical mentoring) Amendments to current policies / procedures that reflect the younger intake. Relevant training provided to staff and support structures put into place	RWA	

Comment [RW133]: Breakfast menu and procedures changed for Sunday mornings.

Comment [RW134]: Increase in fruit based snacks and drinks now available. Increased volume of fresh fruit in houses

Comment [RW135]: Not pursued after discussion from SLT.

Comment [RW136]: Year 7 planning documents / induction program

	pupils.				
<p><u>Priorities for next year/Next steps</u></p> <p>1 Ensure communication between academic and boarding staff is effective and regular.</p> <p>2 Promote opportunities and training for pupil leadership within boarding</p> <p>3 Ensure care plans are used effectively and regularly reviewed with pupils involvement.</p> <p>4 provide a range of opportunities for pupils to shape and lead aspects of boarding and it development.</p> <p>5 Continuously update and maintain the high standard of accommodation available to pupils.</p>		<p><u>Impact</u></p> <ul style="list-style-type: none"> • Boarding refurbishment plan now in place with specific time frames. • Food survey reported 100% agreement that improvements in food quality / presentation have occurred since April 2014 • Junior boarding house created and specific program planned. • Activity plan and equipment purchased for year 7 intake. • 100% of boys prefer the changes made to Sunday breakfast routine and options. • Increased cultural awareness and understanding through themed nights and associated activities. • House food now available daily for boys to self-cater in the evenings. • House mentors have undergone a selection process and specific training to undertake their roles. • 100% of year 10's state the leadership opportunities have helped to build stronger relationships with staff and younger pupils. • 100% of parents report their child felt safe at the school • 97% felt their child was happy 			

Boarding : STRATEGIC THEME 2 - Brymore Operational Plan : Quality of Boarding provision and Care (2014/2015)

Objective (Tactical) What do you want to do?	Action How are you going to do it?	Deadline (Date)	Success criteria What will it look like?	Lead	Resources/ Costings/ Calendar
<p>1-Plan and deliver an induction program that maximises the opportunities for pupils to settle and engage in Brymore life as quickly and effectively as possible, both prior to arrival and during their initial few months.</p>	<ul style="list-style-type: none"> • Two day induction program prior to arrival at start of academic year. • Develop a 2 week, year group focused induction program at the start of academic year. • Establish and maintain effective communication link between house and parents (phone contact a minimum of twice within initial 4 weeks + progress postcard). • Create and deliver a range of opportunities for each individual to succeed and celebrate this within 2 weeks. • Promote team work and friendship development –intra and inter house competitions / activities. • Pupil and parent evaluation of induction process to be carried out. 	<p>June 2014</p> <p>Sept 2014</p> <p>Oct 2014</p> <p>Sept 2014</p> <p>Jan 2014</p> <p>Oct 2014</p>	<ul style="list-style-type: none"> • Increased retention rate within term • Positive feedback from pupils and parents from evaluation. • Formation of strong friendship groups / year group identity. • Development of strong connections to houses and school by new intake. • Reduction in behaviour incidents within first term. 	<p>RW</p>	
<p>2- To ensure high quality links and methods of communication are maintained and further developed</p>	<ul style="list-style-type: none"> • Increased use of and analysis of SIM’s data by staff. • Merging of selected practices onto one 	<p>Dec 2014</p> <p>Jan 2015</p>	<ul style="list-style-type: none"> • Both teaching and boarding staff effectively inputting 	<p>RW /LW</p>	<p>SIM’s training and support.</p>

<p>between boarding and day supporting pupil's academic and personal progress.</p>	<p>platform for all staff to use.</p> <ul style="list-style-type: none"> • Review of prep setting system and monitoring by LW/RWA/VCD/LG • HoB and DoB to be present in staff briefings. • HoB to meet weekly with AHT (Raising achievement / welfare) • Boarding staff to view academic data electronically when published AHT to discuss causes for concern with individual HP. 	<p>Oct 2014</p> <p>Termly</p>	<p>data onto SIM's, and understanding analysis / reports.</p> <ul style="list-style-type: none"> • All staff to use universal monitoring systems throughout. • Boarding staff to have more detailed knowledge and informed conversations with pupil's progress, allowing individualised support. 		
<p>3- Boarding and academic staff to work closely together to monitor and review academic progress with a particular focus on quality of prep completed, allowing parents to view and monitor prep set and completed.</p>	<ul style="list-style-type: none"> • Electronic prep setting system that can be available on the school website / parent portal. • Prep guidelines for staff on frequency and volume of prep for year groups. • Systematic monitoring of prep setting by SLT. • Increased use of electronic system to highlight poor quality / lack of prep completed. 	<p>Jan 2015</p> <p>Oct 2014</p> <p>On-going</p> <p>Oct 2014</p>	<ul style="list-style-type: none"> • Parents able to download resources for individual prep tasks. • Specific information about prep available online. • Increased attainment by pupils. • Reduction in behavioural incidents recorded in prep. 	<p>LW/LG /JL</p>	<p>Staff training on electronic recording systems. Website development</p>

<p>4 -Provide opportunities for all pupils to undertake a lead role(s) of responsibility within boarding, with a focus of accountability and celebrating success when completed.</p>	<ul style="list-style-type: none"> • Implementing the mentoring system. • Use of duty teams within the house. • Development of head / deputy head of house • Creating opportunities for each individual to succeed and for it to be celebrated . • Pupil survey on leadership and what it means to them. 	<p>Oct 2014 Jan 2015 Oct 2014 Dec 2014</p>	<ul style="list-style-type: none"> • Increased pupil confidence and willingness to undertake responsibility. • Increased awareness of accountability of actions by pupils. • Increased understanding of leadership styles and methods • Pupil evaluation and positive outlook on leadership. 	<p>JF</p>	
<p>5- Continued development and implementation of well-focused, detailed and rigorously implemented care plans that have a highly beneficial impact on outcomes for individuals.</p>	<ul style="list-style-type: none"> • Review of previous years care plans. • Prioritisation of pupils for care plan completion. • Individual meetings with pupils to set targets / discuss care plan • Timeline for reviewing of plans 	<p>Oct 2014 Oct 2014 Termly Nov 2014</p>	<ul style="list-style-type: none"> • Highly personalised care plans shared with pupils. • Focused target setting to develop personal progress. • Specific intervention strategies. 	<p>JL + HP</p>	

Boarding : STRATEGIC THEME 3 - Brymore Operational Plan: Boarders safety (2013/2014) -REVIEW

Objective What do you want to do?	Action How are you going to do it?	Deadline (Date)	Success criteria What will it look like?	Lead	Resources/ Costings/ Calendar
1. To ensure that records are kept of fire drill registers/assessments and that these registers are analysed for absentees and that these absentees are walk through the fire procedure.	Effective fire registers in place and kept as a record.	Easter 2013	Staff and students identified and walked through procedure	PC/RWA	-
	Termly Analysis of absentees and cross referenced with previous drills.	On going	Identification of pupils missing drill on consecutive occasions, action taken	PC/TP	
	Fire risk assessments to be updated	On going	Updated risk assessments updated in accordance with regulations.	PC/TP	
2. To ensure that safer recruitment procedures are tightened and followed when appointing new members of Boarding staff	SLT and DoB to complete Safer recruitment training.	Dec 2013	Training completed	MT/RWA	-
	Recruitment procedures updated to ensure correct protocols are followed	Sept 2013	Procedures updated	MT	

Comment [RW137]: Fire register updated and maintained by PC

Comment [RW138]: Not currently in place.

Comment [RW139]: VCD completed safer recruitment. Safer recruitment policy updated and published May 2014

Comment [RW140]: MT updated relevant recruitment policies and procedures May 2014

3. To develop procedures on restraint and ensure that all staff are aware and confident of their roles and responsibilities.	To look at National guidelines and write procedures that match the needs of the school and the National requirements	May 2013	Procedures in place - staff trained and confident and log of use in place	DO	Cost of training - outside agencies
4. To investigate improving external lighting around the school site	PC to cost areas that require external lighting highlighted in OSTED report 2012	Oct 2013	Improved lighting in highlighted areas.	PC	Cost of lights and fitting
5. Develop a Missing from Home procedure and action plan for boarding staff.	Investigate the need to link procedures to county of residents for individual boarders Research procedures from similar boarding schools Consult with the local police when creating the procedure	Jan 2014	A procedure that staff are confident in using which is clear to follow. Ensuring a consistent approach is maintained across all boarding houses and staff	RWA	-
<u>Priorities for next year/Next steps</u>		<u>Impact</u>			
<p>1 Carry out review / internal inspection of CP and safeguarding procedures and policies.</p> <p>2 To promote positive and proactive behaviour management strategies</p> <p>3 tighten out of bounds procedures / monitoring</p> <p>4 update staff CP CPD</p> <p>5 Introduce SHARP system</p>		<ul style="list-style-type: none"> • Installation of CCTV system throughout the school site. • 100% of parents report their child felt safe at the school • RW visited 3 boarding school and reviewed their missing from home policies and procedures • Safer recruitment policy updated and published 			

Comment [RW141]: PC has yet to put forward a plan for external lighting costs.

Comment [RW142]: Rwa researching and reviewing policies used at other schools, will have in place by Oct 2014.

Boarding : STRATEGIC THEME 3 - Brymore Operational Plan Boarding : Boarders' Safety (2014/2015)

Objective (Tactical)	Action	Deadline (Date)	Success criteria What will it look like?	Lead	Resources/ Costings/ Calendar
What do you want to do?	How are you going to do it?				
1-Carry out a full review of policies and procedures for child protection and safeguarding ; countering bullying, including racism, homophobic and cyber-bullying, health and safety; and for children missing from school in line with national guidelines.	<ul style="list-style-type: none"> RW and JL to review all policies and procedure in accordance with national guidelines. JL to carry out mini OFSTED inspection with focus on CP and Safeguarding procedures. Update all policies and procedures and share with staff / pupils. Research other boarding schools provision. 	<p>Jan 2015</p> <p>Sept 2014</p> <p>Dec 2014</p> <p>No 2014</p>	<ul style="list-style-type: none"> Identification of areas of weakness / development. Formation of specific plan to address and improve highlighted areas. To be judge outstanding in this area. Reduced incidents of bullying. Effective use in practice by staff of procedures. 	RW/JL	
2-To promote positive and proactive behaviour management strategies and celebrate success across	<ul style="list-style-type: none"> Reinforcement and CPD on positive behaviour management use. Continue to develop positive reinforcement and success within 	Nov 2014	<ul style="list-style-type: none"> Pupil focus on positive behaviour and benefits of displaying it. 	LG/JL	

boarding.	<p>boarding (ie boarder of week / dorm of the term / rewards stamps).</p> <ul style="list-style-type: none"> • Introduce visual representation of success for individuals in houses. 	Dec 2014	<ul style="list-style-type: none"> • Reduced behaviour incidents • Increased confidence • Calm atmosphere within houses • Increased positive behavioural awards 		
3-To monitor and update the out of bounds procedures and policies to reduce incidents occurring.	<ul style="list-style-type: none"> • Review and update current policy and procedures. • Research existing practices at boarding schools. • Develop new procedures / policy with pupil input. 	Dec 2014 Dec 2014 Jan 2015	<ul style="list-style-type: none"> • Pupils fully aware of out of bounds areas. • Clear and concise consequences. • Reduction in pupils going out of bounds. • Visual maps within houses displaying areas out of bounds. 	RW	
4-All senior boarding staff to have undertaken a minimum of level 1 CP training	<ul style="list-style-type: none"> • Boarding staff to undertake minimum level 1 CP training. • Refresher CPD to be delivered to staff with level 1. 	Dec 2014 Dec 2014	<ul style="list-style-type: none"> • All staff trained to level 1. • Greater awareness and understanding of CP issues. • Staff following correct procedures for all CP incidents 	JL	Level 1 CP training
5-Update policies and procedure on restraint and ensure CPD opportunities for all staff provided on this topic.	<ul style="list-style-type: none"> • Review current restraint policy and procedures. • Research and undertake CPD opportunity's 	Feb 2015 Mar 2015	<ul style="list-style-type: none"> • Increased confidence of staff to effectively use restraint if required. 	RW	Cost of training

<p>6-Implementation of the SHARP system allowing pupils to report any concern, and have confidence that it will be tackled promptly and effectively.</p>	<ul style="list-style-type: none"> • View SHARP system in practice at a school. • Consult with pupils on intention to introduce system and gain views. • Training for key staff in use of system. • School launch and review of system. 	<p>Jan 2015 Dec 2014 Jan 2014 Feb 2015</p>	<ul style="list-style-type: none"> • Increased confidence of pupils to report incidents • Reduced incidents of bullying. • Improve understanding of current issues affecting individuals and groups within school. • Provide prompt responses, investigations and actions to incidents being reported 	<p>JF/JL</p>	<p>Cost of SHARP system</p>
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Boarding : STRATEGIC THEME 4 - Brymore Operational Plan: Leadership and management of boarding (2013/2014) - REVIEW

Objective What do you want to do?	Action How are you going to do it?	Deadline (Date)	Success criteria What will it look like?	Lead	Resources/ Costings/ Calendar
1. To develop a robust complaints procedure for boarders, staff, parents and visitors.	Review the complaints policy and amend where applicable.	Sept 2013	Data / outcomes being analysed and reviewed / auctioned	MT / RWA	-
	Published to staff, pupils and parents on the website	Sept 2013	Accessible to all	LW / MT	-
2. To monitor, evaluate and record all 1-1 boarding and individual staff line management meetings	Introduce one to one line management meetings from Jan 2013 for each HP	Jan 2013	Minutes from one to one meetings	RWA	-
	Develop a pro-forma for meetings Develop PM procedures within Boarding	Jan 2013	Pro-forma in operation	RWA	-
	Link one to one meeting with an individualised CPD for boarding staff - targeting areas of responsibility (including Managing Challenging behaviour, e-safety and bullying)	Easter 2013	PM targets established Training needs identified	RWA	-
House Parents to lead meeting with Gap Tutor focusing on day to day	1-1 bi weekly meeting discussing house issues and specific performance management targets (set by RWA + HP)	On going	Clear process for identifying strengths and weakness. Identification of CPD	RWA / HP	-

Comment [RW143]: Complaints policy and procedure created and in process of being reviewed and approved by MT and Governors (June 2014)

Comment [RW144]: Line management meeting minutes

Comment [RW145]: Pro forma developed and used within meetings

Comment [RW146]: Line management meetings and performance management

Comment [RW147]: 1 -1 meetings established and carried out by HP. Group targets set within boarding meetings.

issues, and progress performance management targets	Weekly and termly targets set in agreement with Gap tutor, progress reviewed and evaluated termly.		opportunities based on performance evaluations Clear progress shown in performance and understanding of role on a termly evaluation process.		
To allow House Parents to lead the development of their area of responsibility within boarding.	3x summary meetings with RW for areas of responsibility outlining outcomes / progress and future plans. HP to lead on supporting all boarding staff (with RWA) within their areas, highlighting and opportunities for CPD / training of boarding staff.	On going	Meetings to form part of performance management criteria. HP working with and supporting boarding staff in their area of responsibility (CPD session / 1-1 training)	RWA / HP	
<u>Priorities for next year/Next steps</u>		<u>Impact</u>			
<p>1 Ensuring a consistent approach to standard practises is achieved across all houses.</p> <p>2 NMS to be updated and shared</p> <p>3 Virtual pupil profile created.</p> <p>4 Introduction of new line management system</p> <p>5 continuation of distributive leadership with area of responsibility</p>		<ul style="list-style-type: none"> • Recent Ofsted inspections (November 2012 – care standards) rated leadership and management as good • Ofsted parent view (June 2013) revealed 100% of parents felt the school was well managed and led • Ofsted (2012) reported effective systems for safeguarding procedures • Proactive approach by house parent in leading and driving their areas of responsibility, monitored through line management. • CPD need identified and DOB undertaken and completed Somerset Senior leaders course (SSAT). • CPD need identified and DOB and LG undertaken and completed BSA professional development course • 94% of boys feel that the houses a managed effectively by staff. 			

Comment [RW148]: Boarding meeting notes with minutes and individual updates of area of responsibility.
Line management meeting notes.

	<p>In November 2012 Ofsted (care standards reported):</p> <p>‘Governors and Senior Leaders ...provide strong and effective leadership. The management team effectively ensure that key practices receive close attention and scrutiny which drives improvement. New recording systems and robust monitoring strategies are in place and are being effectively implemented. Any weaknesses are identified through self -evaluation and action plans are put in place to address these’</p>
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Boarding : STRATEGIC THEME 4 - Brymore Operational Plan : Leadership and management of Boarding (2014/2015)

Objective (Tactical) What do you want to do?	Action How are you going to do it?	Deadline (Date)	Success criteria What will it look like?	Lead	Resources/ Costings/ Calendar
1-Departmental review of consistency across all houses regarding standard practices identified.	<ul style="list-style-type: none"> • Standardise expectations and key routines within boarding meetings. • House swap for staff to review and experience other houses • Independent review of boarding houses. • Line management meetings 1 x week • Pupil surveys 	Oct 2014 Termly Dec 2014 On-going Dec 2014	<ul style="list-style-type: none"> • Consistent approach for standard practices across all 3 houses. • Pupil and parent view that all houses are consistent in their approach. • House parent self reflection and evaluation of performance. • High standards of accommodation and practices maintained and improved. • House inspections both internal and external. 	RW	
2-Update and sharing with staff of NMS document to ensure theory is in fact reality.	<ul style="list-style-type: none"> • Specific NMS to be discussed at boarding meeting, reviewed then evaluated. 	Jan 2015	<ul style="list-style-type: none"> • Sound understanding by all staff of NMS document and 	RW	

	<ul style="list-style-type: none"> • House parents to take active role in contributing to NMS information. • Areas of responsibility to form key components of NMS evidence. • Termly review of NMS and updates. 	On-going	<p>evidence folders.</p> <ul style="list-style-type: none"> • Distributive responsibility for NMS to aid theory into practice across houses. • HP to continually add and amend NMS document when required to keep it current. • Live working document allows for continued self-evaluation and development across all aspects. 		
3-All boarding staff / matrons to be line managed / performance management using new school system	<ul style="list-style-type: none"> • Staff to be provided with specific boarding related targets. • Provided opportunity to self-assess and identify areas of development • Line management meetings 1 x week 	Oct 2014	<ul style="list-style-type: none"> • Clear and focused targets to aid performance. • Individualised support and guidance to develop specific areas identified. • Increased opportunities to identify CPD requirements. 	RW/J L	

			<ul style="list-style-type: none">• All SLT aware of appraisal procedures• Appraisal documentation completed• Line managers aware/able to complete appraisal of staff		
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STRATEGIC THEME 7- Brymore Operational plan: Securing the future of the school (2012/2014) -REVIEW

Objective (Tactical) What do you want to do?	Action How are you going to do it?	Deadline (Date)	Success criteria What will it look like?	Lead	Resources/ Costings/ Calendar
1. To increase student numbers	1. To ensure Brymore is successfully marketed. a) To establish a marketing strategy b) To identify key roles and responsibilities c) To review Brymore's presence at shows d) To identify areas for direct marketing e) To continue to develop the Brymore brand See 3 below	Sept.2013 26 th Sept. 26 th Sept. 22 nd October 26 th Sept.	A clear marketing strategy exists which is successful in raising numbers	MT/LW	Brochures/Open mornings/Primary visits/Shows
2. To ensure the financial security of the school	1. To review all aspects of the school budget, along with the staffing review	See Leadership			

Comment [MT149]: Two Open mornings held, Three middle school visits, direct mail shot to all year 6's, new brochure developed, 3 large shows attended, open day success (25 enquiries- 2 500 visitors), increased intake.

	<p>(see leadership and management). To include:</p> <p>a) Teaching staff budget</p> <p>b) Support staff budget</p> <p>c) General school budget</p> <p>d) Boarding</p> <p>e) Farm</p> <p>f) Gardens</p> <p>2. To produce a three year financial plan aligned with the school development plan</p> <p>3. To ensure all operational plans are fully costed</p>	<p>and management plan for timescales</p> <p>26th Sept</p> <p>22nd October</p>	<p>Three year financial plan in place aligned to the school development plan</p> <p>All operational plans are in place and costed.</p>	<p>MT/ GC</p> <p>MT/ GC</p>	<p>Full governors</p>
<p>3. To develop a clear identity for Brymore</p>	<p>1. To review the status of the school</p> <p>a) To establish a core group to lead on UTC status</p> <p>b) To produce UTC development plan</p> <p>c) To identify key targets for development</p> <p>d) To produce a timeline for implementation</p> <p>e) To review other means of changing the school status/enhancing current</p>	<p>6th Sept.</p> <p>6th Sept.</p> <p>6th Sept.</p>	<p>UTC operational plan in place and/or</p> <p>Alternative plan established</p>	<p>MT/VCD /LB</p>	<p>14th September – Lord Baker visit</p>

Comment [MT150]: Restructuring/redundancy in 2012/13

Comment [MT151]: Restructuring/redundancy in 2012/13

Comment [MT152]: Restructuring/redundancy in 2012/13.

Comment [MT153]: Farm working group established in 2014. RL appointed to oversee development

Comment [MT154]: Gardens working group yet to be established. RJ appointed to oversee development

Comment [MT155]: Produced in 2012/13. To be reviewed

Comment [MT156]: In place

	status	6 th Sept.				Comment [MT157]: UTC bid rejected. Academy conversion successful – see separate plans
		22 nd Oct.				
4. To develop strong partnerships	1. To continue to develop links with Bridgwater College a) To establish clear Year 12 arrangements regarding registration, funding, accreditation and curriculum. b) To develop clear curricular links pre 16 with joint delivery. c) To established a shared vision for Brymore students from 13-18. 2. To establish a partnership with EDF energy 3. To develop links with the German technical colleges (engineering) 4. To foster a relationship with schools/education in The Gambia 5. To establish links with primary schools 6. To further develop links with the local community	22 nd Oct.	Year 12 policy and procedures in place.	MT	Gov.s – curriculum - 17 th October	Comment [MT158]: Year 12 established
			Pre 16 students attend Cannington as part of agriculture/horticulture BTec.	MT/		Comment [MT159]: Not in place
		22 nd Oct.	UTC sponsorship/engineering centre established	EG/RW MT		Comment [MT160]: Abandoned with UTC bid
		22 nd Oct.	Student exchange set up	VCD		Comment [MT161]: Abandoned due to academy conversion
		12 th Sept.	Student visits organised	MT		Comment [MT162]: Established with Taunton academy (engineering), hosted primary schools x-country and cyclo cross. Providing catering for three local schools
		12 th Sept	Taster days on the calendar	MT		Comment [MT163]: Open day, Cannington in bloom, support of local farmer in Moorland
		22 nd Oct.	Strategy established	MT		
Priorities for next year/Next	IMPACT					

<p>steps</p> <ul style="list-style-type: none"> • Produce a three year strategic plan to develop the farm, gardens and workshops to include attracting investment. • To continue to raise the profile of the school nationally • To secure financial security • To continue to develop the letting potential of the school • To ensure Brymore is over-subscribed for boarders and outboarders in all years. 	<ul style="list-style-type: none"> • Student numbers risen from 146 to 195 (Sept. 2013- Sept.2014) • Oversubscribed for Year 7 outboarders and year 9 boarders • Increased national presence with features in The Guardian, Radio 4 (twice), Farmers Weekly, Farmer and Grower, Horticulture monthly. Supported by Jimmy Doherty and Hugh Fearnley- Whittingstall. Visit by David Laws (MP) and support from Tessa Munt (MP), Ian Liddel Grainger (MP). YFC granted a meeting with Prince Charles in recognition of support of farmers on the levels. • Increased local and regional presence through numerous local press articles, television and radio fetures • Re-branding and new materials produced • Three year budget shows clear financial security. Increased income through lettings, catering provision and efficiency savings • Year 12 established • Other community links established: Open day attracts 2 500 visitors and over 50 local businesses, winter fayre established attracting 30+ businesses, catering provision for three primary schools established, hosting The Bridge centre (PRU), hosting primary area x-country and cycle cross, combined cricket provision with Cannington village, regular support of farmers at Moorland on the Somerset levels, working with local business, Cannington in Bloom, supporting the Toby Buckland Garden festival.
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STRATEGIC THEME 7- Brymore Operational plan: Securing the future of the school (2014/2015)

Objective (Tactical) What do you want to do?	Action How are you going to do it?	Deadline (Date)	Success criteria What will it look like?	Lead	Resources/ Costings/ Calendar
1.To increase student numbers	<ul style="list-style-type: none"> a) To market two open mornings and open day b) To set up visits to key middle schools c) To continue developing local presence through news stories/features d) To expand opportunities to host local primary schools e) To target primary schools with marketing materials 	<ul style="list-style-type: none"> Sept.2014/June 2015 Sept. 2105 Ongoing Sept. 2015 August 2014 	Oversubscribed in Year 7 and 9	MT/LW	Materials/Open mornings/days and visits
2. To ensure financial security	<ul style="list-style-type: none"> a) To continue to develop the letting potential of the school b) To establish trust wide efficiency savings, 	<ul style="list-style-type: none"> July 2015 	Increased letting income	MT/PC	

	<p>procurement strategies</p> <p>c) To continue to tighten financial controls</p> <p>d) To produce a three year financial plan</p> <p>e) To develop the earning potential of the farm and gardens (to re-invest)</p>	<p>July 2015</p> <p>Ongoing</p> <p>Sept. 2015</p> <p>July 2015</p>	<p>Contracts signed and aligned</p> <p>Increased savings</p> <p>In place</p> <p>Enhanced provision</p>	<p>MT/GW</p> <p>MT/Fin. man</p> <p>MT/Fin. man</p> <p>MT/RJ/PC</p>	
3. To enhance the facilities in the farm, gardens and workshops (To develop a clear identity)	Operational plans established for all three to include a three year financial development plan.	Oct 2015	Plans in place – enhanced facilities over the next three years	RJ/MY/Gov's	
4. To continue to develop strong partnerships (To develop a clear identity)	<p>a) To develop opportunities to host local primary schools through the farm, gardens, workshops and sport</p> <p>b) To develop stronger links with local business – key focus in operational plans for farm, gardens, sport and workshops</p> <p>c) To further develop curricular links with BC to include engineering, MFL, agriculture and horticulture</p>	<p>July 2015</p> <p>July 2015</p> <p>July 2015</p>	<p>Increased links with primary schools established</p> <p>Greater business involvement</p> <p>Curricular links in place</p>	<p>RJ/HoD's/MT</p> <p>RJ/HoD's/MT</p> <p>VCD/RJ</p>	Calendar dates identified